DOCUMENT RESUME

ED 237 468 SP 023 104

AUTHOR Bilus, Phyllis; Sachs, Karen
TITLE Integrating Art with the Curriculum Areas. A Kit for The Elementary Classroom. Centering On.
INSTITUTION New York City Teacher Centers Consortium, NY.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 81
NOTE 138p.; Introduction and indexes will have marginal reproducibility because of colored paper.
AVAILABLE FROM New York City Teacher Centers Consortium, 260 Park Avenue, South, New York, NY 10010 ($6.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Art Activities; Childrens Art; *Class Activities; Elementary Education; *Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; *Interdisciplinary Approach; *Lesson Plans; Program Descriptions; Reading; Speech Skills; Student Participation; *Student Projects; Writing Skills

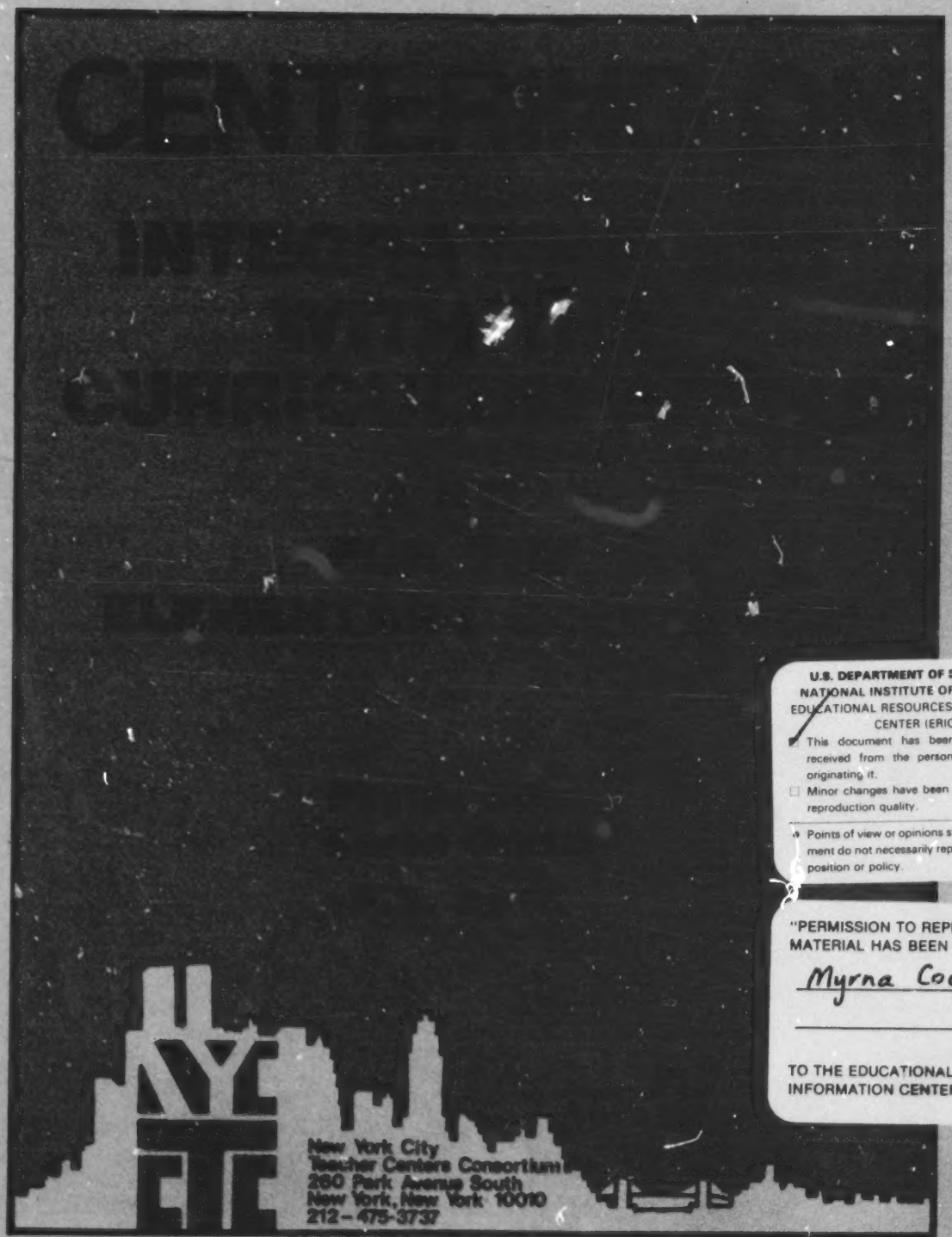
ABSTRACT

This curriculum kit contains 115 separate activity cards with descriptions of different art activities that can be integrated into the elementary school curriculum. Teachers may use these cards to select an art project and use it to involve students in other curriculum areas, or teachers may select a skill, topic, or subject area which needs reinforcement and find appropriate art activities to meet class needs. Art projects included in the kit were selected because they were adaptable to many classroom situations, involved readily available materials, and have worked for other teachers. Each art project, explained on a card, provides: (1) letters to indicate the areas of curriculum integration; (2) appropriate grade level; (3) approximate time needed; (4) appropriateness for entire class, small group, or individual; (5) materials used; (6) description of steps involved; (7) evaluation; (8) enrichment activities; and (9) motivational techniques. The kit includes both a project index and skill/topic index as well as a bibliography. (JMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237468

003
[50]
115p



New York City
Teacher Centers Consortium
260 Park Avenue South
New York, New York 10010
212-475-3737

United Federation of Teachers New York City Board of Education Institutions of Higher Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Myrna Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP023104

FOREWORD

INTEGRATING ART WITH THE CURRICULUM AREAS KIT has been prepared by the New York City Teacher Centers Consortium to promote the sharing of successful teaching practices within and among schools. The material contained in this kit was written by New York City teachers in response to the expressed requests by teachers for teacher developed and teacher tested curriculum resources. The instructional activities and strategies presented within have been tried out by teachers in classrooms and have been found to be effective in meeting the educational needs of students.

One primary purpose of the Consortium's Instructional Information Center is to insure the multiplier effect of successful teaching practices by identifying and disseminating products developed by teachers. Teachers are invited to submit innovative instructional curriculum materials which have been found to enhance the learning potential of students.

Myrna Cooper
Director

"The contents of this publication were developed with financial assistance from the United States Office of Education, Department of Health, Education and Welfare. However, those contents do not necessarily represent the position or policy of that agency and a reader should not infer endorsement by the Federal Government."

The New York City Teacher Centers Consortium does not promote or profit from the sale of any commercial products that may be associated with the material or program described herein.

NEW YORK CITY TEACHER CENTERS CONSORTIUM POLICY BOARD As of September 1980

CHAIRPERSON

Sol Levine

MEMBERS

George Altomare
Goldy Cabrera
Joan Campbell
Lloyd Cooke
Barbara Dinhofer
Sandra Feldman
Betty Felton
Charlotte Frank
Jerry Gross
Chris Hammond
Sondra Juron
Flora Karbelnik
Maurice Leiter
Abe Levine
Felton Lewis
Ronald Mace
Anthony Mottola
Frank Pagliuca
Nathan Quinones
Randy Ratner
Arnold Reifer
Joyce Ronson
Harriet Rosenberg
Harold Rosenbloom
Simpson Sasserath
Bart Schwartz
Hugh Scott
Fred Smith
Michael Squeglia
Russell Zausmer

ACKNOWLEDGMENTS

PUBLICATION COORDINATOR

John K. Walton

EDITORIAL

Myrna Cooper
Natalie Lyons

SECRETARIAL

Carolyn Harrison
Bernadine Jones
Audrey Philip

COVER DESIGN

John K. Walton

INTRODUCTION

The purpose of this unit is to facilitate the integration of art activities with the other curriculum areas.

The art projects included in this kit were selected by us for several reasons:

- We found them adaptable to many class situations (abilities, group sizes, space limitations, time limitations).
- They involve materials which are readily available.
- They have worked for us.

The art projects are explained on cards. Each card provides the following information:

- Letters to indicate the areas of curriculum integration:

  Math **M** Science **S** Social Studies **SS**

  Oral **O** Written **W** Reading **R**

  Reading Readiness **RR**

- Appropriate grade level
- Approximate time
- Appropriate for whole class, small group or individual instruction
- Unless indicated, the project may be done on child's desk
- Materials - What is used?
- Method - What is done?
- Evaluation - What is produced?
- Enrichment - How can the project be adapted to various levels (expanded or simplified)? How can the project be used as a reinforcement of skills? How can it be used as a motivation?
- Motivation-Included occasionally to get the project going.

The cards may be used in two ways:

- The teacher may select an art project and use it as a motivation to become involved in other curriculum areas. (See PROJECT INDEX).
- The teacher may select a skill, topic or subject area which needs reinforcement and find appropriate art activities to meet the needs of his class. (See SKILL/TOPIC INDEX.)

A bibliography is also included for further ideas.

Phyllis Bilus
Karen Sachs

PROJECT INDEX

1. APPLIQUE HANGING SS
2. BATIK S,SS
3. BOOKS - MAKE A BOOK R,W,M,S
4. BOOKS - MAKE A SEWN BOOK R,W,M,SS
5. BOOKS - DESIGN A BOOKJACKET R,W
6. BOOKS - TALKING BOOKS O,R,W,SS
7. BOXES - ANIMALS W,S,SS
8. BOXES - BOATS O,R,W,S,SS
9. BOXES - CITY O,W,SS
10. BOXES - PEOPLE O,R,W,M,SS
11. BOXES - VEHICLES O,W,M,S,SS
12. CARTOONING O,W,R,M,S,SS
13. CLAY - RECIPES O,RR,M,S
14. CLAY - PROJECTS R,RR,M,S,SS
15. CLAY - BEADS RR,M
16. COLLAGE O,W,RR,M,S
17. CORK CREATURES O,R,W,S,SS
18. DESIGN FLAG W,S,SS
19. DESIGN GAMEBOARD S,SS
20. DESIGN STAMP SS
21. DIORAMA - BOX W,S,SS
22. DIORAMA - PAPER W,S,SS
23. DIXIE MESH R,RR,M,SS
24. DOLLS - APPLE O,W,S,SS
25. DOLLS - ASSEMBLY LINE MOVABLE PAPER DOLLS SS
26. DOLLS - CLOTHESPIN W,S,SS
27. DOLLS - PAPER CUTOUTS O,W,S,SS
28. DOLLS - SPOON O,W,SS
29. DOLL HOUSES W,M,S,SS
30. DOLL HOUSE FURNITURE W,R,M,SS
31. FABRIC DESIGN W,R,M,S,SS
32. FINGER PRINT CREATURES W,S
33. FOOD COLOR DYEING RR,M,S
34. GRAPH PATTERNS RR,M
35. HALF AND HALF PICTURES R,RR,M,S
36. KITE-MAKING S,SS
37. LEAF PEOPLE W,M,S
38. LEAF RUBBINGS R,RR,M,S,SS
39. LIFE SIZE FIGURES RR,M,S,SS
40. LIFT-UP CITY W,S,SS
41. MAGAZINE PICTURES RR,S,SS
42. MAPS - PICTURE O,SS
43. MASKS - PAPER BAG O,W,SS
44. MASKS - PAPER MACHE O,W,S,SS
45. MASKS - PAPER PLATE O,R,RR,S,SS
46. MIXING COLORS RR,W,M,S
47. MOBILES R,RR,M,S,SS
48. MOSAICS R,RR,M,SS
49. MURALS W,RR,M,SS
50. MUSICAL INSTRUMENTS W,RR,S,SS

PROJECT INDEX continued

51. NUMERAL/ALPHABET PICTURES R,RR,M
52. PAINT BLOT PICTURES O,W,M,S
53. PAPER BAG HOUSES M,S,SS
54. PAPER DOLL CHAIN M
55. PEA MARSHMALLOW CONSTRUCTION M,SS
56. PEEP BOX W,M,SS
57. PHOTOGRAPHS W,S,SS
58. PHOTOGRAPHY OBJECTS R,W
59. PLACEMATS W,R,M,S,SS
60. PLASTER PINS S,SS
61. PLASTER PLAQUE PEOPLE R,O,W,S,SS
62. POP-UPS W,O,S,SS
63. PORTRAITS W,O,SS
64. POSTERS W,SS
65. PRESSED FLOWERS W,S
66. PRINTING - BLOCK S,SS
67. PRINTING - FINGERPAINT O,RR,M
68. PRINTING WITH OBJECTS RR,S
69. PRINTING - POLL W
70. PRINTING - STYROFOAM TRAY R,W,S,SS
71. PUPPETS - BALL OR STYROFOAM O,W,SS
72. PUPPETS - CYLINDER PAPER O,W,M
73. PUPPETS - DANCING STICK O,W
74. PUPPETS - FINGER O,W,M,SS
75. PUPPETS - FOLDED PAPER O,W
76. PUPPETS - FOOD O,R,RR,W,M,S
77. PUPPETS - HAND O,W,SS
78. PUPPETS - MOOD STICK O,W
79. PUPPETS - PAPER BAG O,W,R,M,S,SS
80. PUPPETS - SOCK O,W
81. PUPPETS - STRING O,W,S
82. PUPPETS - TONGUE DEPRESSOR O,R,W,S
83. PUZZLE MAKING W,R,RR,M,S
84. QUILTS SS
85. ROCK BABIES R,W,S
86. ROLL PEOPLE O,W,SS
87. ROLL VIEWER W,R,SS
88. ROLLER T.V. W,R,SS
89. SANDCASTING W,R,SS
90. SCRAMBLED HEADS O,M,S
91. SCRAP SCULPTURE W,S,SS
92. SEASHELL FISH W,S,SS
93. SEASON WHEELS W,RR,M,S,SS
94. SHAPE CUT-UPS O,W,RR,M
95. SHAPE PICTURES O,W,RR,M
96. SHOEPRINTS R,RR,M
97. SKELETONS O,W,RR,R,S,SS
98. SLIDING PICTURES W,O,RR,S
99. SNOWFLAKES R,W,M,S
100. SOFT SCULPTURE W,RR,S,SS

PROJECT INDEX continued

101. STAND-UP PEOPLE, ANIMALS, THINGS W,M,S,SS
102. STRIP SCULPTURE RR,M,SS
103. STUFFED PAPER BAG FISH W,S
104. STYLIZED ART O,R,SS
105. TIE DYEING S
106. TOTEM POLES W,M,SS
107. WALL HANGINGS (FELT) W,O,M,S
108. WEAVING - PAPER M,RR,S
109. WEAVING - TYPES OF LOOMS SS
110. WEAVING - YARN W,S,SS
111. WINTER PICTURES - CHALK, CRAYON RESIST O,W,RR,S,SS
112. WIRE SCULPTURE W,R,O,S
113. WORD PICTURES W,R
114. WORD RESISTS W,R,RR
115. YARN OR STRING DRAWINGS O,R,RR,M

SKILL/TOPIC INDEX

MATH

Area 23, 29, 34, 37, 38, 48, 96
Classifying 15
Computing 54, 74, 79, 108
Estimating Fractions 4, 33, 48, 54, 83, 90, 96, 99, 101, 105
Graphing 11, 23, 34, 39, 53, 76, 93, 99
Joining and Separating Sets 74
Measurement (nonstandard) 38, 39, 54, 96
Measurement (standard) 10, 11, 13, 23, 30, 39, 59, 76
Numerals (recognition) 3, 14, 23, 47, 51, 68, 83, 102, 107, 115
Patterns 15, 16, 23, 31, 34, 46, 54, 99
Perimeter 34, 96
Scale and Measurement 56
Shapes (Lines) 12, 15, 23, 34, 38, 47, 48, 49, 52, 55, 72, 94, 95, 102, 115
Sizes 15, 34, 54, 55, 96
Symmetry 15, 33, 34, 35, 52, 54, 99, 101

SCIENCE

Animals (identification, classification) 7,14,57,79, 85,90,92,97,98,101, 103, 111
Aquariums 85, 92, 100, 103
Balancing 8, 47, 101
Changing things 13, 24, 33, 37, 44, 46, 60, 61, 85, 89, 93, 99, 106
Dinosaurs 7
Dyeing 2, 33, 106
Foods (identification, classification) 12, 41, 59, 68, 76
Human Body 19, 32, 39, 45, 81, 83, 90, 97, 100
Matter (properties of natural materials) 16, 22, 33, 38, 89, 91, 107, 108, 110
Patterns 26, 32, 35, 46, 52, 62
Photography 57, 111
Plants 16, 37, 76, 100, 106
Properties of materials 13, 16, 29, 44, 53, 60, 61, 89, 91
Research (origins of famous people) 2,3,11,19,26,31,32,53,66,76,79,91,97, 100,103
Rocks 85
Scientific Method 8, 46, 60, 61, 89, 99, 111
Seasons 36, 47, 70, 93, 99, 111
Shadows 40
Shells 85, 92
Sinking and floating 8, 17
Skeletons (movement) 39, 97, 112
Solar System 18, 21, 47
Textures 16, 31, 38, 91
Trees (leaves) 16, 37, 38, 111
Vibrations 50
Water 8, 17, 33, 37, 82, 89, 92, 99
Weather 27, 36, 53, 99, 111

SKILL/TOPIC INDEX continued

LANGUAGE ARTS-ORAL

* Describing what was made 10,13,52,62,67,80,94,101,107,115
Dramatizing 9,27,43,44,71-82.
Expressing Feelings 12,16,17,28,43,44,45,63,71-82,90,104
Giving Oral Instructions 86,97
Practicing Speech Sounds 71-82
Reading Poems and Stories 8,10,94
Sharing Information 6,24,42,71-82,86,111,112

LANGUAGE ARTS-WRITTEN

* Captioning 32,37,49,61,64,70,85,86,95,98,111
* Composing sentences 3,7,9,58,63,86,98,101,114
* Giving written directions 52,61,69,80,86
* Labeling 7,12,31,40,49,97
Learning the parts of speech (Adjectives,nouns,verbs) 16,58,63,73,81,85, 112,113,114
Making books 3,4,5,7,8,10,18,32,50,62,95,97,99
Making a chart 11,26,29,30,31,46,59,91,92,105,110
* Making experience charts 24,52,70,89
Research 6,26,91
Sharing books 6,10,24,27,47,61,71-82,83,87,88,98,100,107
Summarizing 5
Writing dialogues 12,32,43,44,49,71-82,88
Writing stories (creative writing) 17,21,22,24,28,37,40,43,44,49,56,57, 59,61,62,63,69,76,78,80,85,86,87,93,94,95,98,99,100,103,107
Writing letters 17,65,111

* Applies to most projects

SKILL/TOPIC INDEX continued

LANGUAGE ARTS-READING

Developing vocabulary 6,10,23,30,31,47,58,85,104,113
Finding information (See research under Science and Social Studies)
Finding the main idea (applies to any project which the children caption)
Following written directions (directions for any project may be rexographed or placed on chart, read and followed)
Identifying parts of a book 3,4,5
Identifying sounds (phonics) 14,35,45,48,51,76,79,82,83,88,112,114,115
Learning to use the library 4,6
Noting details 58
Reading various types of books 3,5,6,8,27,96,97,99
Recognizing words 35,38,113,114
Sequencing of events 12,61,70,87,89

LANGUAGE ARTS-READING READINESS

Body parts and awareness 39,45,83,97,100
Classifying and categorizing 16,41, 93,98, 111, 114
Color mixing and recognition *15,23,67,93,108
Fine motor skills 15,23,67,93,108
Gross motor skills *13,14,67,93,108
Hearing similarities and differences 50,115
Left to right progression 15,98
Patterning 15,23,34,46,50
Recognizing letters 14,23,35,38,48,51,67,68,76,83,98,102,114
Seeing similarities and differences 39
Shapes 34,49,94,95,102,115
Tactile experiences 13,14,16,23,38,67,115

*Applies to projects involving scissors.

SKILL/TOPIC INDEX continued

SOCIAL STUDIES

Architecture (homes, buildings) 9,14,17,29,53,55,102,105
Cities (planning) 9,14,40,41,53,86,101,102,107
Clothing (textiles) 2,10,26,27,28,31,39,57,61,86
Coins 14,38
Communities (address) 9,14,20,29,49,53,62,84,101,107,111
Community Helpers 10,20,25,26,27
Crafts (history of) 2A,43A,66A,71A,84A,105A,108A
Economics 25,60,64,109
Families 27,47,74
Famous People 6,11,20,48,63,77,84,91,104
Flags 18
Geography 8,29,107
Habitats 7,9,14,21,22,40,42,43,44,45,53,57,74,86,92,101,102,107
History 9,10,12,18,20,21,22,24,43,44,45,48,56,57,60,62,70,71,77,79,84,88,105,110
Holidays 10,20,45,59,84,93,97
Maps and Floor Plans 8,18,30,38,42,56
Research 2,3,4,9,10,11,14,18,24,26,31,36,39,41,48,50,66,70,104,105,110
Stamps 20
Symbols 1,14,18,22,23,31,47,70,84,105
Time Sequence 11,12,19,20,84,87,88,104,110
Tours 8,19,64,88
Toys 24,84,100
Transportation and Vehicles 7,8,11,84

SS

APPLIQUE HANGING

GRADE: 2-6
TIME: 2 hours
LEVEL: Difficult

MATERIALS:

Felt (several colors), fabric (cotton), scissors, needles, thread or yarn, straight pins

METHOD:

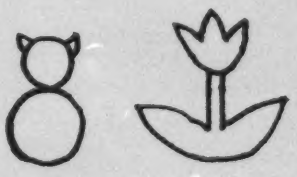
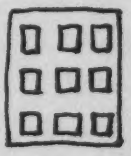
1. Show children something that is appliqued.
2. Choose a subject (flowers, seasons, animals, Indian designs, etc.).
3. Distribute fabric. Draw a simple shape on the fabric to represent subject chosen. ●
4. Cut out the shape and pin to backing.
5. Using small running stitches, sew shape to backing. ▲
6. Each child may applique one square to be joined with others for a class project. ■

EVALUATION:

Display and have children try to determine the subject of another child's applique hanging by the symbols chosen.

ENRICHMENT:

1. Discuss symbols. Have children classify symbols. Example: traffic symbols, math symbols, punctuation symbols, peace symbols, U.S.A. symbols. Make a book or collection of symbols.
2. Make an applique alphabet or an applique to symbolize school or community.
3. Have each child do research on the meaning and/or origin of his symbol.

●  ▲ ■ 

S SS

BATIK

GRADE: 2-6
TIME: 2 hours (at least 2 sessions)
LEVEL: Difficult-Small Groups

MATERIALS:

Paraffin, hot plate, small aluminum container to melt paraffin, paint brushes, solid colored cloth (old sheets or cotton), pencil or chalk, commercial dye.

METHOD:

1. Draw a picture or design on cloth with chalk or pencil.
2. While children are working on drawings, melt some paraffin in an aluminum container on the hot plate. (Do not let it boil.)
3. When wax is hot liquid, paint the design with the wax. Make the wax fairly thick. (Waxed areas resist the dye.)
4. Follow package directions and prepare dye in a large basin.
5. Wrinkle the fabric to crack the wax.
6. Place fabric in basin with dye and stir.
7. Remove fabric from basin and rinse several times in cold water.
8. Hang fabric to dry.
9. To remove dye, place fabric in boiling water and stir until all wax is removed. (Fabric will shrink.) Rinse in cold water several times. Let fabric dry and then iron it; or place fabric between several layers of newspaper sheets and iron over newspaper. Keep changing newspapers until all the wax has been absorbed. Rinse fabric in cold water several times. Let fabric dry and then iron it.

EVALUATION:

Display batik fabrics. Discuss the designs. What made the thin lines? Why are some spaces white? What happened to the wax when heated? Note changes that occurred to wax, to fabric.

ENRICHMENT:

1. Research report on batik process. Where did it originate? What types of dyes were used? What types of designs? How is batik used today?

2. Make a book about cloth. Start from raw fibers (which ones are used) and trace to finished products. Include weaving and dyeing.

ABOUT BATIK

Batik is a method of applying colored designs to a fabric. This method originated in Java. A design is made on the fabric and sections which are not to be dyed are covered with a substance that will not absorb the dye. Liquid wax, paraffin, or rice paste is used for this purpose. When the fabric is dipped into the dye, the covered parts resist the dye. After the cloth is dry, the wax can be removed by boiling the cloth. Designs of more than one color can be made by repeating the process. In Java the design is determined by the use the cloth will have.

from the
World Book Encyclopedia

MAKE A BOOK

GRADE: 1-6
TIME: 1 1/2 hours
LEVEL: Easy-Intermediate-Whole Class

MATERIALS:

Oaktag or construction paper, unlined paper (for inside), crayons or markers, pencil, staples or fasteners.

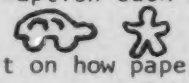
METHOD:

1. Choose a subject for the book. (A simple or difficult subject may be chosen according to grade.)
2. Make a cover and decorate it; fold construction paper in half and place pages inside and staple.
3. For a simple book: Illustrate each page. Label each page or write a sentence for each page.
4. For a difficult book: Write a story. Leave a space on each page for an illustration.

EVALUATION:

Make a display of the books. Have each child read his book to the class. (Do one or two books a day.)

ENRICHMENT:

1. Make "Me" book. Each page should tell something about yourself
2. Make a shape book. Give the children a piece of construction paper in a specific shape (i.e. car, person etc.), Make pages the same shape. Have children make a picture on each page and caption each picture. (i.e. a book of vehicles, people, etc.) 
3. Research report on how paper is made.
4. Learn some ways to bind a book.
5. Make riddle book. Fold bottom or side to hide the answers.
6. Make a letter book.
7. Make a number book.
8. Go over the parts of a book (title, author, index, illustrations, etc.).
9. Write books of various types (biography, autobiography, fiction, nonfiction, fairy tale, legend, folktale, poetry collection).

R W M SS

MAKE A SEWN BOOK

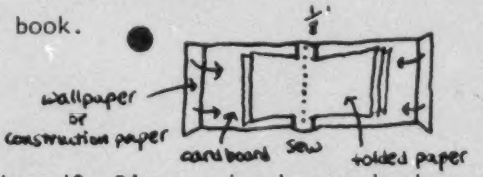
GRADE: 1-5
TIME: 1-2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Cardboard, wallpaper or construction paper for cover, paper for pages, paste, needles, thread, scissors, crayons, magic markers (optional)

METHOD:

1. Paste two equal-sized pieces of cardboard on wallpaper or construction paper. Leave one-eighth to one-quarter inch of space between the two pieces of cardboard. Trim top and bottom of paper to size of cardboard. Fold excess at sides over and paste down.
2. Place paper for pages (folded in half) between pieces of cardboard.
3. Sew pages on fold to construction paper (running stitch).
4. Title book. Discuss parts of book.
5. Write and illustrate book.



MOTIVATION:

Display books. How are they bound? Discuss hand sewn books. Exchange books. Read books to class.

VARIATIONS:

Bind books by using paper fasteners, staples, sewing buttons through the pages, sewing pages together.

ENRICHMENT:

1. Types of books to make:

story books (fiction)	research biographies	family books
autobiographies	animal books	picture books
scrapbooks	"me" books	poetry books
dictionaries	"feeling" books	riddle books
number books	"some day" books	how-to books
		cookbooks

2. How would books be arranged in the library? Discuss Dewey Decimal System.
3. Research ways of binding books.

R W

DESIGN A BOOKJACKET

GRADE: 2-6
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Oaktag, cardboard or construction paper, scissors, glue, fabric scraps, crayons or markers

METHOD:

1. After reading a book, design a jacket that would make others want to read the book. You may draw the illustrations or use shapes and glue to attach them to jackets.

2. Be sure to write a short report on the flaps that tells about the book. Include title and author.

EVALUATION:

Display bookjackets.

ENRICHMENT:

1. Assign a specific type of book (biography, how-to, etc.). Classify the bookjackets according to types of books.
2. Learn how to bind a book.
3. Write a book. Design a bookjacket for it.
4. Write a summary of the books.

TALKING BOOKS

GRADE: 2-6
TIME: 3/4 hour
LEVEL: Easy-Intermediate

MATERIALS:

Construction paper, oaktag, scissors, paste and fasteners.

METHOD:

1. Cut a rectangle about 9" X 12". Fold in half.
2. Decorate the cover so that it relates to a specific book. Include the author.
3. Add a handle by cutting a long thin rectangular strip and fastening it to the binding, so that fingers may be slipped through.
4. Tell about the book or give a book report, making the book "talk."

EVALUATION:

Ask children questions relating to the talking book. (Title, author, characters, setting, etc.)

ENRICHMENT:

1. Give the children an outline listing what the book should "talk" about.

2. Assign different types of books:

   NON-FICTION - Tell 5 interesting facts.
   HOW-TO-Describe how to make something
   BIOGRAPHY-Tell about the person's life
   HISTORICAL-Tell what it was like to live long ago.

3. Make your own talking autobiography.

4. Have book "tell" its call number (Dewey Decimal Number). Find the book in the library. Investigate the Dewey Decimal System.

5. Do research about the author of the book.

6. Suggest other books that the children might want to read.

W SS S

BOX ANIMALS

GRADE: K-3
TIME: 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Boxes of assorted shapes and sizes, spools, pipe cleaners, straws, scissors, paint, construction paper, glue, toilet paper tubes.

METHOD:

1. Choose a box that is an appropriate shape for your animals. Glue the box closed.
2. Add legs by gluing spools, toilet paper tubes or other material to the bottom of the box. Let dry.
3. Paint the box and legs. Let dry.
4. Cut out the shape of the head from construction paper. Paint on the face. Add finishing touches (i.e. mane on the lion - curl paper or pipe cleaners; elephant trunk use a straw.
5. Glue the face to the front of the box.

EVALUATION:

Display animals. Discuss the natural habitat of each animal.

ENRICHMENT:

1. Make a box farm. Build a barn with boxes.
2. Make a farm book. Make a picture of each animal. Label the picture or write a sentence about each animal.
3. Make an animal riddle book.
4. Make a box zoo.
5. Take a trip to a zoo. (Staten Island, Bronx)
6. Classify animals-habitat, number of legs, color.
7. Discuss animals that are used for transportation. Research which countries use or used animals as a means of transportation.
8. Have the children make land, sea, air animals.
9. Study dinosaurs. Make box dinosaurs. What does extinct mean?

BOX BOATS

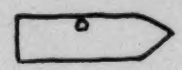
GRADE: K-3
TIME: 1/2 hour
LEVEL: Whole Class

MATERIALS:

Milk containers, paper, wooden slats, scissors, paste or glue

METHOD:

1. Read poem - Sea Fever by John Masefield.
2. Place a milk container horizontally on your desk
3. Punch a small hole on the top side.



4. Push the slat into the hole.
5. Draw and cut out a large triangle. (You may write a number on it).
6. Paste it on the slat.

EVALUATION:

1. Place 2 or 3 boats in a basin of water. What happens to the boats?
2. What happens if we load the boats? (Use pebbles or beans.)
3. Can you name some things that float?

ENRICHMENT:

1. Make a chart of things that float and things that do not float.
2. Make a book of things that float.
3. Do experiments involving sinking and floating.
4. Name as many vehicles as you can. Make a chart. Alphabetize the list.
5. Make a book about transportation.
6. How do rivers help people?
7. How is transportation important to us? Discuss commercial and recreational uses of transportation.
8. Make boats using styrofoam trays or clear meat trays. (Add wooden spools for steering wheels, etc.) Make sure the boat will balance.

W O SS

BOX CITY

GRADE: K-6
TIME: 2 hours
LEVEL: Easy

MATERIALS:

Boxes of assorted sizes and shapes (i.e. cookie, cereal, cigarette, macaroni, etc.), paint, aluminum foil, construction paper, glue, fabric, markers, rulers, scissors

METHODS:

1. Plan a city. What do we find in a city? (Kinds of stores, kinds of houses, police station, fire station, post office, schools, parks, etc.) How are they arranged? Make a map of the city. Name the streets. Show where specific buildings will be located.
2. Paint the boxes. Let dry.
3. Add store windows, names, etc. with markers or contrasting paint, or construction paper.
4. On a large flat board or cardboard, draw the streets. Outline with markers.
5. Place the appropriate buildings in proper locations. Then paste.

EVALUATION:

Think of a name for your city. Make a list or chart of what the city contains. What will happen if the city needs to grow? Where would you go if the city had no parks?

ENRICHMENT:

1. Make a model of your neighborhood. Include stores and buildings near your school. Discuss types of buildings.
2. Create a fantasy city.
3. Make a city of long ago. Write about it. Find out about cities long ago.
4. Make a city of the future. Create a puppet show about it.
5. Make a city described in a book you read.
6. Add box vehicles to your city. Add signs and box people.

BOX PEOPLE

GRADE: K-6
TIME: 1 1/2 hours
LEVEL: Easy-Intermediate-Whole Class

MATERIALS:

Milk container or narrow rectangular cookie box, paint, construction paper

METHOD:

1. Have children stand beside seats. Give directions to touch their heads, toes, torsos, etc.
2. Discuss how is our body divided? (Head, toros, legs)
3. Show children how they could divide the box in three equal parts to make head, torso and legs. They could measure with a ruler to get equal sizes.
4. Paint the sections different colors or paste the construction paper on the box.
5. Add details by painting face, clothing, etc. or add fabric scraps.

EVALUATION:

Display dolls. What method did you use to measure?

ENRICHMENT:

1. Dress dolls to show characters in a book or story. Do a book report.
2. Depict an historical moment. Write a research report.
3. Read poem, A Real Bouquet by Edith Siegal.
4. Dress dolls in costumes from around the world. Make a clothing book. Label clothing names.
5. Sesame Street Song - These are the People in Our Neighborhood. Dress dolls as community helpers. Identify clothing.
6. Make a rabbit, Santa, witches, etc. for special holidays.

BOX VEHICLES

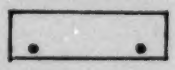
GRADE: K-3
TIME: Approximately 2 hours
LEVEL: Easy

MATERIALS:

Boxes of assorted shapes and sizes, paint, construction paper, glue, sticks, dowels or pencils, straws, scissors, oaktag or cardboard, flat pieces of styrofoam, spools, masking tape

METHOD:

1. Choose a box related to the shape of a vehicle. Paint the box and let it dry.
2. Add windows by using markers or cut out windows and doors.
3. Punch four holes near bottom of box.



4. Push through a pencil or a dowel.
5. Add wooden wheels, cardboard circles or spools to end of each stick.
6. Wind tape around outside ends of sticks to hold wheels in place.

EVALUATION:

Display vehicles. Discuss several means of transportation.

ENRICHMENT:

1. Why is transportation important? How does it help a city? Hinder it?
2. Make a chart of How People Travel (land, sea, air, etc).
3. Make vehicles children can sit in by using large cartons.
4. Research vehicles that may be unique to a specific place (i.e. rickshaw).
5. Research how vehicles work, combustion engines, propellers, etc.
6. Make a class chart: Where I have traveled; how far; how I got there.
7. Travel through the ages; what vehicles were used long ago? Make a stagecoach. Create a vehicle of the future.

CARTOONING

GRADE: 1-6
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper, crayons, pencils, markers

MOTIVATION:

Have children examine many cartoons and note various ways of making body parts and showing expressions.

METHOD:

1. Perhaps make a large chart to illustrate findings
2. Have children experiment creating characters using various types of lines. Emphasize the need for simplicity of design so that it can be easily reproduced.
3. Ask children to create a cartoon character and name it. Create food cartoon characters. Create characters from everyday objects.
4. Use a cartoon character to create a comic strip sequence.

EVALUATION:

Display cartoons, caption, label

ENRICHMENT:

1. Label and/or create dialogue for comic strips.
2. Use cartoons to review types of lines and shapes.
3. Make a comic strip sequence for an historic event or story or current events happening.
4. Create a comic strip for something that has happened to you.
5. Discuss ways of showing anger, surprise in comics.
6. Use a mirror to make funny faces or faces to express various emotions. Note eye and mouth expressions.
7. Make a 3D cartoon character.
8. Make food cartoon characters. Use them to teach a good health lesson about foods and a balanced diet.

NYC TC

O RR M S

CLAY RECIPES

GRADE: K-6
TIME: I hour
LEVEL: Intermediate

METHOD I (small group)

MATERIALS:

2 cups cornstarch
2 1/3 cups cold water
food coloring
wax paper, knife
4 cups salt
Drinking glass or something to roll out dough
Screen or wire rack for drying
Plastic bag for extra dough

METHOD:

1. Stir together cornstarch and 1 cup cold water in a bowl.
2. Mix salt and 1 1/3 cups water in a saucepan over low heat until warm.
3. Stir cornstarch mixture into salt mixture. When warm and consistency of stiff dough, cool.
4. Remove from pan and knead like dough.
5. Knead food coloring into dough as desired.
6. Store at room temperature. (In plastic bags it will keep indefinitely.)
7. Dry items made with clay on wire rack or screen 24-36 hrs. depending on size.
8. Paint or decorate with magic marker.

METHOD II

MATERIALS:

3 cups all-purpose flour
1½ cups salt
1 cup water

METHOD:

1. Mix salt and flour together in a bowl.
2. Add the water a little at a time.
3. Knead the dough until smooth.
4. If the clay gets dry and crumbles add more water.
5. Store in a plastic bag at room temperature.

ENRICHMENT:

1. Discuss and identify ingredients (properties and changes they undergo), utensils used and clay recipe.
2. How does clay feel? Describe.

R RR M S SS

CLAY PROJECTS

GRADE: K-6
TIME: 1 1/2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Clay (from previous art lesson), waxed paper, pencil, paint or magic markers

METHOD:

1. Let children spend time exploring the media. What can they do with it? (Balls, coils, disks)
2. Make a snake. Compare length with neighbor. Measure.
3. Make solid shapes, spheres, cylinders, cubes.
4. Create something on your own.

EVALUATION:

Discuss properties of clay. How does it feel? What can it do? How was it colored?

ENRICHMENT:

1. Form letters with clay; write your name; form words.
2. Form numbers.
3. Design pottery - bowls, cups. Research different techniques. (Coil-make a snake and build from it; slab-build from flat pieces.)
4. Make figures. Show action with your figure.
5. Make an Indian village (adobe). Research report on Indian homes (different types).
6. Design a coin or make prints in the clay of money from several countries.
7. Plan a city. Discussion and report on what we see in a city.
8. Make animals; make a zoo.
9. Research designs used on pottery and jewelry.
10. Make bracelets, rings, pendants.

RR M

CLAY BEADS

GRADE: K-3
TIME: 2 hours
LEVEL: Easy

MATERIALS:

Clay (made in a previous lesson), pencil or dowel, paint, varnish, newspaper, aluminum trays, waxed paper

METHOD:

1. Shape clay into various small shapes.
2. Make a large hole in each bead with a pencil or dowel.
3. Let the beads dry on waxed paper or aluminum trays.
4. Paint the beads with tempera.
5. Coat each bead with clear varnish.

EVALUATION:

Let children string their beads. (You can use a shoelace.)

ENRICHMENT:

1. Make pattern cards for beads. (Use different colors and shapes.) Have children string their beads according to the pattern cards.
2. Have children create their own patterns. Have them make their own pattern cards.
3. Have children create symmetrical patterns.
4. Sort the beads according to color, shape, size.
5. Whose chain is the longest? Measure the chains.

COLLAGE

GRADE: K-5
TIME: 1-2hours
LEVEL: Easy-Whole Class

MATERIALS:

Cloth with a variety of textures and patterns, corrugated paper, sand paper, wood shavings, burlap, velvet, fur, sponge, various types of paper, wallpaper, pressed leaves, seeds, spools, cotton, cardboard or box tops are good bases, Elmers glue, sticks

MOTIVATION:

Place several types of textured materials in a bag. Without looking, have the children feel the material in the bag and describe and/or try to identify it. Encourage vocabulary. (Ex: rough, smooth, soft, etc.)

METHOD:

1. Ask children to make a "design" (picture) using materials that "go together" in an interesting way. (They may look good together or feel "nice".)
2. Encourage children to consider carefully the materials they use and the placement of the materials.
3. After experimenting, have children paste down their arrangements of materials.

EVALUATION:

Display collages. Have children find something soft on each collage or something rough, etc.

ENRICHMENT:

1. Discuss patterns - checked, striped, dotted, plaid. Find samples of each.
2. Classify materials according to colors, textures, types, etc.
3. Make a theme collage. (Ex: What materials and/or pictures remind you of Spring? Make a city, people or pollution collage.) Use materials, textures, patterns and pictures.
4. Make a "feeling" collage - pick 5 textures that make you feel a certain way (happy, sad).
5. Use these textures to fill an area.
6. Make a pressed flower or leaf collage. Learn how to press flowers and leaves. Identify leaves.
7. Classify materials according to textures. Play "guess what material I am" game.
8. Make a material chart (ex. cotton, leather, wool, silk).
9. Describe materials. Introduce adjectives.
10. Make a magazine collage of pictures that go together.

CORK CREATURES

GRADE: 2-5
TIME: 2 hours
LEVEL: Whole Class-Intermediate

MATERIALS:

Corks, straight pins, sequins, pearls, feathers, toothpicks, beads, wire, pipe cleaners, clay, construction paper, magic markers

MOTIVATION:

Read Where the Wild Things Are by Maurice Sendak. Discuss friendly wild things or monsters. Make cork "friendly wild things."

METHOD:

1. Select 2 corks (1 for body and 1 for head). Attach with wire pins or toothpicks.
2. Attach legs (toothpicks or pipe cleaners or clay).
3. Attach feathers, construction paper, beads, pearls, with straight pins to form features.
4. Attach string to cork creatures.
5. They may be used as necklaces or mobiles.

EVALUATION:

1. Hang creatures and display to form a hanging zoo
2. Name the creatures

ENRICHMENT:

1. Write a story, "The Adventures of My Friendly Monster".
2. Make a cork town with cork people. What would make good houses for the town?
3. Make a book of friendly things to do.
4. What is a friend? Read Anglund's A Friend Is Somebody Who Likes You.
5. Get a pen-pal friend and find out how he/she lives. Write to U.S. Committee for UNICEF, 331 East 31st St., New York, NY.
6. Place a cork in water. Does it float or sink? Make a chart of objects that float, sink.
7. Make a cork totem pole. Begin a study of Indians.

W S SS

DESIGN FLAG

GRADE: K-6
TIME: 1/2 hour
LEVEL: Easy-Whole Class

MATERIALS:

Construction paper, scissors, glue, crayons or markers.

METHOD:

1. Exhibit several flags to class. Discuss colors, symbols, shapes. What is the purpose of a flag?
2. Give children 9x12 construction paper. They may change the shape.
3. Add other shapes and colors to original paper to represent an imaginary country, a neighborhood, a school, etc.

EVALUATION:

Display flags around the room. Can other class members guess what they represent?

ENRICHMENT:

1. Make a book of neighborhoods in Brooklyn. Make a flag to represent each neighborhood. Research history of each neighborhood.
2. Create an imaginary country. Write about the country, its history, geography, famous people. Make a flag to represent it. Make a flag. Make a map.
3. Create a land of the future (on a planet, the moon). Write about it. Make a flag. Make a map.
4. Choose a "cause" to sponsor (ecology, biking, etc.) Make a flag to represent it. Make a newspaper to keep people informed of the events.
5. Make a study of flags around the world. Try to find out the meaning of the symbols and colors on the flags.
6. Research the history of the American flag.

S SS

DESIGN GAMEBOARD

GRADE: 2-6
TIME: 1 1/2 hours
LEVEL: Intermediate

MATERIALS:

Heavy cardboard or oaktag, markers or crayons, unlined paper.

METHOD:

1. Choose an historical event for a subject (i.e. American Revolution, Civil War, thirteen colonies, etc.)
2. On a scrap paper make a time line indicating major events for the subject.
3. Choose a starting event. Plot the starting event and events following on the cardboard. Illustrate around borders.
4. Outline board in markers.
5. Make or obtain a spinner or die.

EVALUATION:

Discuss the historical sequence. If possible, let the children play the game (use buttons for men).

ENRICHMENT:

1. Choose a life process (digestion, circulation). Follow the movement of food, blood, etc. and plot it on the gameboard. Illustrate.
2. Follow the life cycle of an insect (i.e. butterfly).
3. Follow the water cycle.
4. Follow the carbon cycle.
5. Plot a tour of a country. Visit famous locations, encounter obstacles (mountains, rivers, etc.).

DESIGN STAMP

GRADE: 2-6
TIME: 1/2 hour
LEVEL: Easy-Whole Class

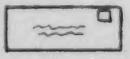
MATERIALS:

Paper, crayons.

METHOD:

1. Discussion: What is a stamp? Why are they necessary? What do they usually depict?
2. Decide on a shape for stamp. Draw the shape on a sheet of drawing paper. Make it large.
3. Draw the symbol of your choice to represent the subject. Be sure to cover all the drawing paper, leave no white spaces.
4. Give the stamp a monetary value.
5. Cut out the stamp.

EVALUATION:

Display the stamps on bulletin board by pasting on large mock envelopes.  Discuss meanings of symbols used. Where is your letter going? How will it get there?

ENRICHMENT:

1. Make a stamp to represent your school.
2. Make a stamp to represent your neighborhood.
3. Represent a country you are studying.
4. Represent a famous person. Read a biography about the person.
5. Represent a holiday.
6. Represent an Ethnic Week.
7. Represent a topical subject (i.e. animal preservation, pollution, clean environment, consumer awareness). Do a research report.
8. Depict the history of a country by making stamps to represent important events and placing them in order.
9. Start a stamp collection. Classify stamps.
10. Learn about addresses. Develop the concept of living in a house, on a block, in a neighborhood, city, state, country, continent, planet.
11. Visit the post office. Trace the route of a letter from mailbox to destination.

W S SS

DIORAMA - BOX

GRADE: 1-5
TIME: 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Cartons or boxes (1 per child), paper, crayons, various scrap materials which can be used to depict scenes

METHOD:

1. Discuss features of scene to be depicted. (Ex.: If doing a diorama of a park, discuss things to be depicted in background, foreground, etc.)
2. Place paper under bottom of box. Trace outline of box bottom on paper so that the paper will fit inside the box bottom. This paper will be the background for the diorama. Draw or paint background features of scene on paper.
3. Paste the paper inside the box bottom.
4. Make features for diorama. Use paper objects with tabs or oaktag strips, or make objects using scrap materials (see roll people, spool people, clay objects, cork characters), cotton clouds. Twigs may be supported by clay. Other objects may be hung from top with string.

EVALUATION:

Display dioramas. Have children try to identify location of scenes. How did they know what place was depicted?

ENRICHMENT:

1. Write a story about the diorama.
2. Make dioramas of storybook scenes, farms, zoos, circus, city, room, neighborhood, park, aquarium, outer space, anotner country, a city of the future, historical scenes.

W S SS

DIORAMA - PAPER

GRADE: 1-5
TIME: 1-2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Drawing paper (8½" X 11"), crayons, oaktag strips (½" wide), construction paper, decorations (spools, corks, beads, etc.), paste

METHOD:

Motivation - Discuss and list things that can be found in the child's neighborhood.

1. Begin diorama by folding drawing paper in half. Open and lay it flat.
2. Draw the background on the top half.

3. Color the bottom half a solid color (base).
4. Refold the paper so that the top half is perpendicular to the working surface.

5. Attach an oaktag strip to keep the drawing paper "standing" in the folded position.
6. On another paper make objects which will stand on base of diorama. Make tabs to keep the objects upright. Fold tab under and paste.

EVALUATION:

Display dioramas. Do the neighborhood dioramas include most of the " listed" features of the neighborhood?

ENRICHMENT:

1. Write a story about the diorama.
2. Make dioramas of other places. (Ex. city, country, farm, zoo, circus, aquarium, school, an imaginary place.)
3. Make dioramas to depict scenes from history or from a book. Have children try to guess where the scene takes place.
4. Classify elements of diorama into categories. (Ex: man-made features vs. natural features in the environment.)

R RR M SS

DIXIE MESH

GRADE: K-6
TIME: 2 hours
LEVEL: Easy-Intermediate-Whole Class

MATERIALS:

Pieces of dixie mesh, yarn (several colors), needles, graph paper, markers.

METHOD:

1. Discuss materials used. What is a needle? Where is the eye? Name different stitches that may be used. Are we sewing things together?
2. Plan out a design on graph paper.
3. Place the dixie mesh on the paper. Trace the design on the mesh.
4. Demonstrate stitches to children depending upon their ages.
5. Complete mesh.

EVALUATION:

Display designs

ENRICHMENT:

1. Make a design on graph paper. Transfer the design to dixie mesh by counting correct number of squares for each color and outlining them on the mesh. Find out area for each color used by counting squares. How many squares on the dixie mesh make a square inch? How many square inches is your whole design? Cut out a square inch of paper. Use it to measure.
2. Give children a card with a pattern to follow. (Grid with squares colored in; ex. 1 line yellow, 1 line blue, repeat). Repeat the pattern on dixie mesh. Let children create their own patterns on a blank grid and perhaps exchange pattern cards.
3. Make a needlepoint flag of the U.S. or a country you are studying.
4. Outline letters or numbers on dixie mesh with markers. Follow outline with running stitch.
5. Outline shapes.

DOLLS - APPLE

O W S SS

GRADE: 2-6
TIME: Several 2 hr. periods - allow 2-3 wks. between periods 1 and 2
LEVEL: Difficult-Whole Class

MATERIALS:

Apples, cloth, plastic knives, pipe cleaner or wire, pencils or dowels, cotton, needles, thread, scissors, felt, yarn, string, wrapped cotton (batting), masking tape

MOTIVATION:

1. Discuss where children get their toys. Discuss fact that long ago in colonial America childrens' toys had to be made, not bought. Discuss apple dolls.

METHOD:

1. Teacher peels apples ahead of time. Use firm ones.
2. With stem upward draw features on faces with pencil.
3. Carve the face allowing eyes, nose and mouth to protrude. Cut chin and eyebrows or scrape away from apple to make holes for eyes, mouth and nose.
4. Insert a stick or pencil where the neck would be.
5. Allow to dry for 1-2 weeks. Fingers can be used to mold press-in facial features during this time.
6. Add hair (steel wool, cotton or yarn) to apple.
7. Add wire or pipe cleaner for arms and legs. Attach to stick.
8. Tape newspaper or cotton batting to the body frame to pad it.
9. Dress the doll by gluing or sewing clothing. Add details - hat, glasses, teeth, etc.

EVALUATION:

Display dolls. Name dolls.

ENRICHMENT:

1. Either write an experience chart or an individual story describing how the dolls were made. Photos help to recreate the sequence of events.
2. Keep a log describing daily changes seen in the apples.
3. Begin a study of things that change when exposed to air, when sealed in airtight containers. What things will never change? How does water, heat, cold change things?
4. Do research about toys of long ago. Make other games and toys.
5. Make the dolls historical or book characters.
6. Can you think of other vegetables to make toys from? (e.g. corn husk dolls, potato heads, gourds.)

SS

DOLLS - ASSEMBLY LINE MOVABLE PAPER DOLLS

GRADE: 2-6
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Oaktag, pencil, paper fasteners, crayons, scissors, patterns for head, body, arms and legs.

METHOD:

1. Divide class in half.

2. Arrange some desks in a line. Station each child in a specific place at the desks.

3. Assign jobs to the children. (First person, trace all heads; second person, cut out heads; third person, trace all bodies; fourth person, cut out all bodies; fifth person, attach head to body with fastener; sixth person, trace all arms; seventh person - cut out all arms; eighth person - attach arms to bodies with fasteners; last person - add features with crayon.

4. Set a timer. Have half the class make the dolls by themselves. (Each person makes his/her own doll and designs clothing for it,) and the other half uses assembly-line method.

EVALUATION:

Display dolls made by both groups.
Compare - Which group made more dolls in the given time frame.
Which dolls look the same? Which look different? Why?

ENRICHMENT:

1. Discuss assembly-line production of goods. Discuss advantages and disadvantages to workers and final product.
2. Discuss workers; classify producers of goods vs. producers of services.
3. What industries make use of assembly-line production?

W S SS

DOLLS - CLOTHESPIN

GRADE: 2-6
TIME: Approximately 1 1/2 hours
LEVEL: Difficult-Whole Class

MATERIALS:

Clothespins (not the clip-on kind), fabric, feathers, glue, crepe paper, pipe cleaners, markers, paint, yarn

METHOD:

1. Brief discussion on clothing, in hot lands, in cold lands. Types of clothing.
2. Paint the clothespin. (optional)
3. Plan a costume. Make a sketch.
4. Make a face for the doll.
5. Draw the shapes desired on the fabric.
6. Cut out shapes and dress the doll.

EVALUATION:

Display dolls by placing in styrofoam block.
Name the articles of clothing. Where would people dress this way?
If doll is in a uniform, guess what the doll's job is. Discuss job.

ENRICHMENT:

1. Make a clothing chart. Include clothes from hot lands and cold lands. Illustrate.
2. Make a book of community helpers. Show their uniforms. Describe their jobs.
3. Report on several fibers that clothing is made from. (e.g. silk, cotton, wool, etc.)
4. Discuss patterns - plaids, stripes, checks. Design your own fabric.
5. Research manmade fibers. Compare to natural fibers.

NYC TTC

OWSSS

DOLLS - PAPER CUTOUTS

GRADE: K-3
TIME: Approximately 1 1/2 hours
LEVEL: Easy

MATERIALS:

Oaktag or stiff cardboard, construction paper, scissors, glue, fabric scraps, yarn

METHOD:

1. Discuss how people dress in hot lands and cold lands.
2. Draw a simple shape or trace a pattern of a figure on oaktag.
3. Cut out the figure. Make a face.
4. Add hair by gluing yarn on the figure.

5. Draw clothing for the doll on construction paper. Be sure to make tabs on the shoulders and waist. If desired you may make a paper pattern and use it to trace several pieces of clothing.
6. Add fabric scraps to clothing pieces with glue or design patterns and draw them on clothing - plaids, stripes, etc.

EVALUATION:

Display the dolls.
Try to guess what each doll is dressed up as.

ENRICHMENT:

1. Dress the dolls in native costume of a specific country. Write a report about the clothing worn in that country.
2. Have children make articles of clothing (i.e. dashiki, poncho, etc.) Use sheets or large pieces of fabric. Sew together with running stitches.
3. Make a family of cut-out dolls. Make a book about the family. Tell what job each person in the family has.
4. Dress dolls to represent community helpers.
5. Dress dolls that are characters in a story.
6. Paste dolls on a stick to make stick puppets. Use them to perform a puppet show. Make different costumes.
7. Keep a daily weather record. Dress doll in appropriate clothing.

DOLLS - SPOON

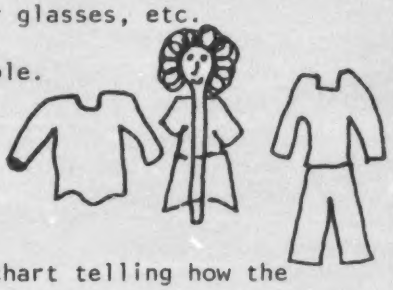
GRADE: 2-6
TIME: 2-3 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Large wooden spoons, magic markers, paint, yarn, cloth, cotton, needle, thread, Elmer's glue, wire

METHOD:

1. Draw facial features on either side of spoon with magic markers or paint.
2. Paste on yarn or cotton for hair, for glasses, etc.
3. Make clothing from cloth; sew or staple.
4. Add cloth hands and feet.



EVALUATION:

Display dolls. Write an experience chart telling how the dolls were made.

ENRICHMENT:

1. Begin a doll collection of dolls from around the world.
2. Dress dolls in costumes from foreign lands.
3. Classify patterns on cloth. (ex. plaids, florals, checks, dots, etc.)
4. Create mood dolls by making faces on both sides of the spoon. Portray a different mood on each side. Have children try to determine the moods by the features. Have child explain why the doll is happy, sad, mad, etc.
5. Make the doll a story book character. Write a story about the character.

W M S SS

DOLL HOUSES

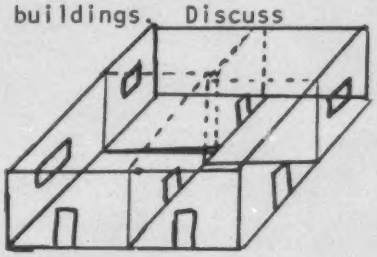
GRADE: 1-6
TIME: Several Weeks
LEVEL: Intermediate-Individual or Small Group

MATERIALS:

Shoeboxes, cartons, stapler, fasteners, scissors, masking tape, wooden dowels, wallpaper, contact paper, plastic wrap, heavy cardboard, construction paper, paste, wallpaper scraps, carpet scraps

MOTIVATION:

Look at pictures of various types of buildings. Discuss floors, bricks, walls, and doors.

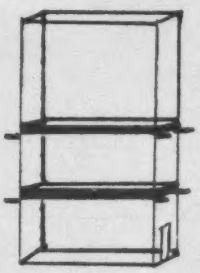


METHOD:

A. Open Roof, One-Floor House

1. Join open shoeboxes by stapling or fastening.
2. Cut door and window openings.
3. Add boxes to add rooms.
4. Use corrugated cartons and join as above to make a larger scale house.

B. Multiple-Story House (more difficult)



1. Use a large open carton placed on its side.
2. Cut heavy sheets of cardboard to fit in carton as floors. Support cardboard floors with heavy dowels and masking tape or pile 3 cartons with open ends facing the same way.
3. Cut out windows and doors.
4. Cover outside with construction paper for bricks or use brick-patterned contact paper.
5. Cover windows with plastic wrap.
6. Measure floors and walls. Cover with wallpaper, contact paper and carpet scraps.

EVALUATION:

Display and compare houses as to number of rooms, floors and windows.

ENRICHMENT:

1. Make a building chart and label skyscrapers, apartment houses, ranch houses, stores, brownstones, etc.

2. Find out how buildings are constructed. What materials are they made of?

3. Introduce concept of area. Use inch cubes or inch paper to find the area of each room.

4. Group houses to make a community.

5. Introduce concept: "We live in many places." (ex.: house, street, community, borough, city, state, country, continent, earth, universe.)

(See next unit for furniture)

DOLL HOUSE FURNITURE

GRADE: 1-6
TIME: Several hours or periods
LEVEL: Intermediate - Individual or Small Group

MATERIALS:

Boxes(small, assorted shapes),spools, small paper cups, egg cartons, toilet paper tubes, paint, glue, scissors, toothpicks, fabric scraps, cardboard

METHOD:

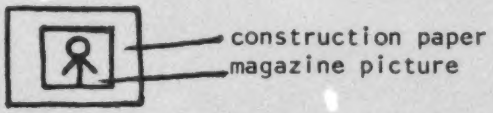
1. Make a table from a spool or paper cup turned upside down. Paint them, or use a small square box or square piece of cardboard. Cut the box so the corners form legs, or punch a tiny hole in each corner of the cardboard square and insert toothpicks into each corner.
   Paint the table. You may use the spools for chairs.
2. Make a bed. Turn a bandaid box or similar shape so the larger surface forms the top of the bed. Glue a rectangular piece of cardboard against one short side to make the headboard. You can put a piece of cotton under the fabric to form pillows.

3. Make a couch. Use an animal cracker box. Glue a rectangular piece of cardboard to the longer end of the box. Paint the entire structure.
   You can add arms with other materials if desired.

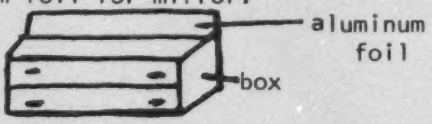
4. Make a chair. Cut the animal cracker box in sections to make it smaller. Add the back the same way as the couch. Glue a piece of cardboard on the open side for support.

5. Make a T.V. Cut a square hole in a small box. Paste a picture from a magazine inside the opening. Draw or paint knobs on the T.V.

6. Make pictures to hang. Draw your own picture or cut small pictures from magazines. Glue them to a piece of construction paper cut slightly larger than the picture (for frame). Paste on the wall of dollhouse.



7. Make a dresser. Use an animal cracker or similar shape box. Paint. Add outline for drawers with markers. Glue a rectangular piece of cardboard to back of box. Cover top part with aluminum foil for mirror.



8. Make a sink or stove. Paint an appropriate shape box white. Add details with a marker.

EVALUATION:

Make a floor plan for dollhouse. Place the furniture according to plan.

ENRICHMENT:

1. Identify furniture and place in proper rooms. Make a chart.
2. Measure furniture to assure proper scale.
3. Have children collect scraps and odds and ends for furniture. Brainstorm for ideas.
4. Use wallpaper, contact paper, rug samples. Measure floors and walls.
5. See bibliography Dollhouse Magic.

NYC ETC

W R M S SS

FABRIC DESIGN

GRADE: 1-3
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Old white sheets, handkerchiefs, magic markers or crayons or fabric markers, paper

MOTIVATION:

Show fabrics and discuss patterns; classify plaids, checks, stripes, dotted patterns, florals, prints.

METHOD:

1. Have children plan patterns on paper and then transfer to cloth.
2. Experiment with patterns from nature (ex.: leaves, flowers, branches), geometric patterns, symbolic patterns, free form patterns, color repeat patterns.

EVALUATION:

Display and classify patterns as to type.

ENRICHMENT:

1. Print fabrics with potato or other printing object.
2. Do research to find out what patterns are symbolic of various Indian tribes, African tribes.
3. Begin a study of Indians.
4. Do research on symbols. What are symbols? Find symbols of peace, good luck, etc. What symbols are on signs around us? Invent new symbols.
5. Find out how fabrics are designed and printed.
6. Make a fabric pattern collection, chart or book. Label types of patterns.
7. Collect and label various types of fabrics. Note textures. Include satin, corduroy, cotton, velvet, wool, terry cloth, nylon, etc.

W S

FINGER PRINT CREATURES

GRADE:1-5
TIME:Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

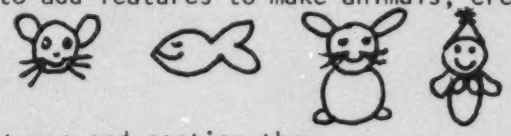
Paper, stamp pad, thin line markers or paints.

MOTIVATION:

Discuss how people are different. Elicit that no 2 people have the same fingerprints.

METHOD:

1. Dip finger into paint or press into stamp pad.
2. Press on paper to make fingerprints.
3. Use markers to add features to make animals, creatures, faces, etc.



EVALUATION:

Display creatures and caption them.

ENRICHMENT:

1. Create comic strip characters. Make a comic strip with balloons for dialogue.
2. Use magnifying glasses to make a study of fingerprint types. Classify. See Ideas For Learning Centers by Moore and Greenlee (Siegler/Fearon 1974)
3. Research how fingerprints are used for identification purposes.
4. Make a fingerprint book. Label each child's print.
5. Make a book of fingerprint creatures.
6. Make two cards for each child with his fingerprints. Try to match identical prints.
7. How are people alike or different? Make a list.
8. Investigate other materials and objects with a magnifying glass. Introduce use of telescopes and microscopes.

RR M S

FOOD COLOR DYEING

GRADE: K-2
TIME: 1-2 hours
LEVEL: Easy-Small Groups

MATERIALS:

Food coloring dyes, white paper towels, water, paper cups, magic markers (optional

METHOD:

1. Discuss how fabrics are colored with dyes.
2. Introduce food coloring; place diluted coloring in small cups or containers.
3. Fold paper towel into eighths; dip each corner of rectangle into a different colored dye.
4. Open towel, hang up to dry. Perhaps decorate with magic markers.
5. Try various folds. How does folding affect the design? Try square or triangular folds.

EVALUATION:

Mount and exhibit designs.

ENRICHMENT:

1. Discuss symmetry. Are designs symmetrical?
2. What are natural dyes? See bibliography. How can we dye things with natural dyes?
3. Why does the dye move up through the paper? Will other types of paper work? Try other kinds of paper (Ex.: Japanese rice paper).
4. Discuss fractions using paper folding as a basis.

RR M

GRAPH PATTERNS

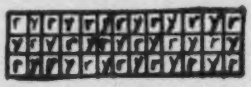
GRADE: K-6
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

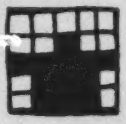
Graph paper (any size), pencils, crayons, markers (optional)

METHOD:

A. (For lower grades) Have children complete block patterns and discuss them. Then record on graph paper or have children create their own patterns.

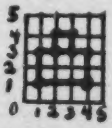


B. Try to draw a picture by filling in squares



C. Give children coordinates. Have them plot the points and connect them to form a picture. Ex.

(1,1) 2,3
(1,3) 2,4
(4,1) 3,4
(4,3) 3,3



EVALUATION:

Display end products and have children try to guess the pattern.

Have children try to identify and label the pictures.

ENRICHMENT:

1. Begin coordinate geometry. Extend to include negative numbers.
2. Make a pattern. Have children look at it. Cover it and try to reproduce it from memory.
3. Use the pattern for a needlepoint design.
4. Try to enlarge a picture on graph paper.
5. Draw picture or shape. Have children find the area by counting boxes. Have them find the perimeter of the shape or picture.
6. Make symmetrical designs.

R RR M S

HALF AND HALF PICTURES

GRADE: 1-6
TIME: Approximately 1/2 hour
LEVEL: Easy-Whole Class

MATERIALS:

Several magazines, paper, crayons, scissors, paste.

METHOD:

1. Show the children a large picture folded in half so that only one half is visible. What do they think the other half looks like? Discuss.
2. Find a large picture in a magazine. (It must be symmetrical. i.e. face, plant, bottle or jar).
3. Cut out the picture. Fold and cut in half.
4. Paste one half on a piece of drawing paper.
5. Complete the other half with a crayon, trying to copy it exactly.

EVALUATION:

Display the pictures.
What makes them symmetrical?
What can you find in the room that is symmetrical?

ENRICHMENT:

1. Make a design that is symmetrical. One side must be exactly the same as the other.
2. Make a chart of natural and man made symmetrical things.
3. Which letters of the alphabet are symmetrical? (i.e., A.M.O)
4. Discuss palindromes (words, phrases or numbers that read the same backward and forward). (Ex. Anna, Bob, 1771)
5. Make a symmetrical city.

S SS

KITE-MAKING

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Intermediate-Whole Class

MATERIALS:

Construction paper, crayons, scissors, glue, string or yarn, wooden slats, crepe paper

METHOD:

1. Discuss why kites fly. Discuss the origin of kites.
2. Using construction paper, draw a large shape. Cut out the shape.
3. Decorate with crayons.
4. Use wooden slats to support the paper. Glue the slats to the back of the paper.
5. Add a tail to the kite with crepe paper.
6. Punch a hole at the bottom of the kite and add string.

EVALUATION:

Display the kites.
What kind of weather do we need to fly a kite? How does the kite stay elevated?

ENRICHMENT:

1. Research report on the history of the kite. Who were the first people to fly kites?
2. Make a book about kites. Find out the importance of different shape kites to different cultures.
3. Discuss "March is a good kite-flying month." Why? What is wind? How does wind help man, hinder man?
4. Make a weather station. Measure wind, temperature, moisture.

LEAF PEOPLE

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Leaves, construction or drawing paper, crayons or markers, paste.

METHOD:

1. Paste leaf on paper.
2. Draw body parts with crayons onto leaf to make leaf people or animals.

EVALUATION:

Display pictures.
Can you find leaves that came from the same tree?

ENRICHMENT:

1. Caption the pictures (I am a ___)
2. Write a story about the picture.
3. Make leaf people in an action position. Write about what they are doing (running, playing tennis, jumping rope etc.) Introduce verbs.
4. Paste more than one leaf on the paper. Make several leaf people on one picture. Write about the picture.
5. Arrange several leaves in size order. Add body parts. Make a family of leaves. Label the family members.
6. Add beans or seeds to the leaf people for more detail.
7. Classify and identify leaves.
8. Investigate why leaves change color in fall.
9. How big is the leaf? How can the leaf be measured? Use graph paper to measure area.

R RR M S SS

LEAF RUBBINGS

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper, crayons or pastels, transparent contact paper.

METHOD:

1. Paste leaf or leaves on a paper, vein side up.
2. Place a paper over the leaves.
3. Holding crayon or pastel on its side, rub over the surface of the paper covering the leaves to get a rubbing.

EVALUATION:

Observe the rubbings. Discuss the different shapes of leaves, textures. What purpose does the leaf serve on a tree? Why do they change color? How are they nourished?

ENRICHMENT:

1. Arrange leaves in size order to make rubbings.
2. Estimate, then measure perimeters of the leaves.
3. Make rubbings on sidewalk, manhole cover, fence, bricks, shells.
4. Make rubbings of wood grains by taping paper over a piece of wood and rubbing crayon on its side.
5. Make coin rubbings. Tell a fact about each country from which foreign coins come.
6. Make rubbings of sneaker soles. Measure the footprint. Compare measurements with others.
7. Place string on paper in abstract shape. Make a rubbing. Try to make string from letters or words. Make rubbings.
8. Draw or trace outline of a country on oaktag. Cut out the shape. Paste string on areas of elevation. Make a rubbing. Label map.

RR M S SS

LIFE SIZE FIGURES

GRADE: K-4
TIME: Approximately 1 1/2 hours
LEVEL: Easy

MATERIALS:

Large sheet of brown wrapping paper or other large paper (make sure it is at least the length of the child), markers, pencil, scissors, fabric scraps, buttons, construction paper, glue, wool

METHOD:

1. Have a child lay down on the floor on top of a large sheet of paper. Spread arms and legs.
2. Have another child trace the outline of the body on the paper with pencil.
3. Go over the lines with marker.
4. Add details to the body (face, hair, fingernails, etc.).
5. Dress the doll by cutting out fabric scraps or construction paper to fit the proper spaces. Glue to the doll.
6. Cut out the entire figure.

EVALUATION:

View the figure. What does life-size mean?
Compare figures. Who is taller?
Review body parts.
Review joints. How do we move? What bends?
Arrange the figures in size places. Who is first? Who is last?

ENRICHMENT:

1. How many different ways can we measure the figures? (Straws, paper clips, crayons, pencils). Make a chart.
   The figure is _____ straws long.
   " " " _____ pencils long, etc.
2. Compare lengths. Make a graph of heights of the children in class.
3. Label the body parts.
4. Dress the doll in the native costume of a particular country.
5. Discuss theme: people are the same, people are different. Use figures to discuss.
6. Articles of clothing: dress the doll; discuss what he/she is wearing (trousers, shirt, collar, sleeves, belt, cuffs, etc.)

W S SS

LIFT-UP CITY

GRADE: 1-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Crayons, construction paper, sharp scissors

METHOD:

1. Discuss components of a city. List.
2. Draw simple picture of a city. Color.
3. Cut on solid outline lines. Objects will stand up. (see below). Bend up along dotted line.
4. Demonstrate technique to children of leaving dotted line on the base of the object. This is the "bending" line.

EVALUATION:

Display and label

ENRICHMENT:

1. Introduce concept of perspective, to view the city.
2. Using flashlight in darkened room begin discussion of shadows.
3. Make lift-up farm, zoo, circus, room, etc.
4. Write a story about it.
5. Discuss what makes a good city.
6. Label objects in lift up pictures.
   Label objects in a different language.
7. Make a lift-up picture of a story or historical event.
8. Make a lift-up picture of things that pop-up(ex.: jack-in-the-box, toast from a toaster, etc.)

RR S SS

MAGAZINE PICTURES

GRADE: 1-5
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Magazines, paste, crayons or magic markers

METHOD:

1. Have children find large clear pictures of objects that fit into a category. (Ex: food, clothing, etc.)
2. Use 1 picture of a single large object (Ex: a tomato or hot dog or hamburger.)
3. Paste it on paper.
4. Create a picture around it using magic markers or crayons. (Ex.: A pea pod plane, a hot dog tree, a pumpkin person.)

EVALUATION:

Display and name original object and new object created.

ENRICHMENT:

1. Identify foods. Classify food subgroups: fruits, vegetables, meat, poultry.
2. Classify pictures: food, clothing, vehicles.
3. Make a food family.
4. Have a tasting party. Bring in samples of foods that the children used in their pictures.
5. Classify foods by taste - sweet, sour, salty, bitter.
6. Discuss where foods come from - animals or plants; trace the story of food production. (Ex: Where do we get milk?)
7. Make a list of foods used in pictures or new names created. Alphabetize the list.
8. Create phonics characters: Skinny String Bean, Larry Lemon, Pointy Pencil, etc.

MAPS - PICTURE

O SS

GRADE: 2-6
TIME: 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Large outline map of country on oaktag or construction paper, papers of various types for features, paste, scissors, opaque projector (optional)

METHOD:

1. As a follow-up to the study of a country or state the children could create a picture map mural depicting major products, industries or characteristics of an area.
2. Display large outline map of place on oaktag. If one isn't available, a map can be simply made: a) Place a small map on an opaque projector. b) Tape blank oaktag on chalkboard. c) Project map onto oaktag on chalkboard. d) Adjust distance of projector from board to make the map appear larger. e) Trace projected outline on oaktag with magic markers.
3. Have children draw features on small pieces of paper.
4. Cut them out.
5. Paste onto map in proper locations using tabs so that features project from flat surface.
6. Make a key to symbols or label on map.

EVALUATION:

Display map and have children list generalizations about country that they can tell from the map.

ENRICHMENT:

1. Have each child select one state or country and do his own map. Put maps together to make country, or world.
2. Discuss the need for key or legend. Give children a legend. Have them create their own countries using symbols.
3. Discuss where we live in terms of size, example: house, block, community, borough, city, state, country, continent planet, universe.
4. Display and discuss various types of maps - weather, subway, road, geological, relief, etc.
5. Make a map collection. How do maps help us? Who uses maps? Why?
6. Make a neighborhood, classroom or school map.

O W SS

MASKS - PAPER BAG

GRADE: 1-6
TIME: Approximately 1 hour each lesson (for 3 lessons)
LEVEL: Easy-Intermediate-Whole Class

MATERIALS:

Paper bags (to fit over head), markers or paint, scissors, construction paper.

METHOD:

1. Brief discussion about masks
   What must we include when making a mask?
2. Paint entire front and back of bag. Divide into sections with chalk. (Be sure to paint under flap.) Let paint dry completely.
3. Paint on eyes, nose, mouth, hair, ears, etc. Add details - eyebrows, mustache, eyelashes, whiskers. Let paint dry.
4. Outline all features with black paint.
5. Put mask on. Mark eyes with a dot.
6. Cut small holes or slits to see through.

EVALUATION:

Have children wear the masks. Can they assume character of the mask? Does it hide identification of the real person? What feelings does the mask evoke?

ENRICHMENT:

1. Work around a theme. (Ex.: zoo, jungle, outer space) Make masks and write about the theme.
2. Choose or write a simple play. Make the masks for the characters. Dramatize.
3. Act out a song. Wear masks. (Ex.: Old MacDonald's Farm.)
4. Act out an historical scene. Make masks and have children write the dialogue. (Ex.: Signing the Declaration of Independence, an inauguration of a President, Wright Brothers first flight.)
5. Act out a T.V. cartoon creation. (Ex.: Flintstones.) Make the masks. Write the dialogue.
6. Make a mask to show a specific feeling. (Ex.: happy, sad, angry, etc.). Make a chart-"Things That Make Me Happy" (Sad, Angry).
7. Do masks hide the "real person"? Write an autobiography: The Real Me.

ABOUT MASKS

Throughout history, people in almost every society have used masks as a disguise. Masks prevent other people from making judgments about the wearer's personality. Most masks not only hide the identity of the wearer, but also give him magic powers. The custom of wearing masks probably began with animal heads worn by people for the purpose of disguise while hunting. However, masks may have developed from the practice of marking the face.

Many masks represent the art forms of a society. The masks may require highly developed craft skills.

Masks can generally be divided into four groups: 1. ceremonial, 2. theatrical, 3. burial and death, and 4. festival. These categories sometimes overlap.

Masks are made from a variety of materials.

from the World Book Encyclopedia

O W S SS

MASKS - PAPER MACHE

GRADE: 2-6
TIME: Approximately 2 hours each period (at least 4 periods)
LEVEL: Difficult-Small Groups

MATERIALS:

Large round balloons, newspapers, flour and water or wheat paste, paint, egg carton sections, cone-shaped paper cups, oaktag, shellac (optional), masking tape, sharp scissors.

METHOD:

1. Tear newspaper into strips.
2. Mix paste. Place paste in basins or buckets. (Two children to a basin)
3. Blow up balloons. Do not fully inflate. Place on an open can or other base.
4. Take one paper strip, dip in paste and place on balloon, smoothing the strip.
5. Continue until entire balloon is covered with 2 layers of strips. Let dry completely!
6. Tape on extra shapes for facial features (i.e. cups, egg cartons) with masking tape, if desired.
7. Cover entire mask (including additions) with 2 more layers of paper mache. Let dry completely.
8. Repeat until desired thickness and detail of features is achieved (at least six layers). Let dry.
9. Cut off back or bottom of mask (as desired).
10. Cut holes for eyes and mouth.
11. Paint entire mask. Let dry.
12. Decorate or elaborate on details, using different colors.
13. Shellac entire mask.

ENRICHMENT:

Make a chart about how things change. Observe quality of paper mache when begun and how the end product appeared.

O R RR S SS

MASKS - PAPER PLATE

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper plates (preferably white), crayons, scissors, string or yarn, feathers, beans, crepe paper, egg carton sections, cotton, styrofoam squiggles, pipe cleaners, oaktag.

METHOD:

1. Brief discussion about masks. Why did people wear them?
   Define: disguise, costume.
   When could you wear a mask?
   What must we include when making a mask? (eyes, nose, mouth)
2. Give each child a paper plate. Plan where eyes, nose, etc., should go by placing on face and putting a dot. Sketch them with a pencil. Use interesting shapes.
3. When everything is decided outline sketch lines with crayon.
4. Cut out eyes and mouth (nose may be cut out or added on).
5. Add features such as eyebrows, hair, etc., by pasting on yarn, styrofoam, feathers or curled paper strips (make by winding paper around pencil).
6. Add ears made from oaktag or other stiff material.
7. If masks are to be worn punch holes on either side of plate and pull through yarn, string, or large rubberbands. Knot ends or paste a wooden slat stick vertically on one side of plate so mask can be held by stick.

EVALUATION:

Have a parade of children wearing masks. Can you guess what the mask is? Who is behind it?

ENRICHMENT:

1. Read a story. Create masks to represent characters in the story. Dramatize.
2. Make a mask for your Halloween costume.
3. Use corrugated paper cut in the shape of circle or rectangle.
4. Discuss vocabulary of body parts.
5. Paste a large letter (sound) on the nose of each mask. Have the children arrange themselves to form words. Have children pick up objects that begin with the letter that their mask represents.

RR W M S

MIXING COLORS

GRADE: K-3
TIME: 1 hour
LEVEL: Easy - Whole Class

MATERIALS:

Book: The Color Kittens, Tempera paints, aluminum pie plates, paper.

METHOD:

1. Read The Color Kittens, by Margaret Wise Brown (Golden Press, 1971) Identify colors. Discuss how colors change.
2. Pour a color into an aluminum plate. Add a second color. What new color appears?
3. Repeat process with other colors. Follow sequence from the book.

EVALUATION:

Mix small jars of new colors. Let children paint.

ENRICHMENT:

1. Make a chart of mixed colors (ex.: red + white = pink, etc.).
2. Make a color wheel.
3. Make a book of colors. Draw objects that are red and label objects, or cut "red" pictures from a magazine and label.
4. Create patterns with colors
5. How do colors change when we add water? How do colors change when we add white paint? Try mixing 3 colors. Try mixing unequal amounts of paint.
6. Set up color mixing experiments. Write experience chart:

   Aim:

   What do we want to know?
   Materials: What do we use?
   Method: What do we do?
   Observation: What do we see?
   Conclusion: What do we learn?

7. Write color poems or similes. It is as red as _____.

R RR M S SS

MOBILES

GRADE: K-6
TIME: Approximately 2 hours
LEVEL: Easy-Intermediate

MATERIALS:

Paper, crayons, scissors, wire hanger, wooden slats or dowels, string or yarn.

METHOD:

1. Choose a subject (i.e. circus, aquarium, the desert, etc.).
2. On stiff paper draw 5 or 6 pictures to represent the subject.
3. Cut out the pictures. Color on both sides. Make a tiny hole on top.
4. Pull the string through the hole and knot. Make each one a different length.
5. Tie the other end to the hanger or slat.

EVALUATION:

Hang the mobiles from the ceiling.
Why do they move?
Do they balance? Why?

ENRICHMENT:

1. Make a ME mobile. Trace a hand, a foot, add objects that tell about yourself.
2. Make a family mobile. Draw all the members of your family, pets included.
3. Make a "My Favorite Things" mobile.
4. Make a "Faces" mobile. Divide the paper into 4 sections. Make the front, back and two sides of a face in each section. Fold and hang.
5. Make an icosahedron using 20 equal-sized circles with equilateral triangles traced inside. Fold on lines of the triangles. Join five circles together on folds (use bobby pins) until sphere is complete.
6. Make a mobile about a country. Draw objects representative of the country (i.e. Mexico: pinata, sombrero, tortilla).
7. Make a season mobile.
8. Make a mobile of a single object.
9. Make a mobile on a category (fruits, shapes, vehicles, etc.).
10. Make a mobile using the solar system.
11. Fold a piece of construction paper in thirds. Paste closed. Write title and author of a book on one third, picture on one-third, some sentences on one-third.
12. Make a sound mobile.
13. Make a number mobile.
14. What does the word "mobile" mean? What words have "mobile" in them? List.

R RR M SS

MOSAICS

GRADE: K-6
TIME: Approximately 2 hours
LEVEL: Easy to Intermediate-Whole Class

MATERIALS:

Cardboard lunch trays, cardboard or stiff paper, different types of beans, pastas, tissue paper (several colors), eggshells (cracked into small pieces), stamps, small buttons, construction paper torn into small pieces, cut pieces of colored magazine photos, Elmer's glue.

METHOD:

1. Decide on topic of mosaic and type of material, i.e. beans, tissue paper. Use only one material per mosaic.
2. Set up paper cups on each desk filled with variety of materials to be used.
3. Sketch a picture. If tray is used for background, paint tray. Make sure there are large enclosed spaces.
4. Cover a space with glue. Place small pieces of material chosen in space. Do not leave any empty spaces. Make sure all materials touch.
5. Fill in all spaces. Make sure to use different beans, colors, etc., in different sections that are adjacent.

EVALUATION:

Display and identify materials used for mosaic.

ENRICHMENT:

1. Cover a cigar box with mosaic to use for storage, jewelry.
2. Cut heavy cardboard into a small shape. Sketch a design. Cover with mosaic material. Paste a safety pin on back to make a decorative pin.
3. Give the children, or have them make a paper measuring a square inch. Estimate how many beans are in your mosaic by finding out how many are in a square inch.
4. Research famous mosaics around the world. What materials were used? Try to sketch some.
5. Design a mosaic relating to a specific subject.
6. Research an artist that is particularly famous for this art form.
7. Cut out cardboard or oaktag letters. Fill them in to make a mosaic, or form several letters on a piece of drawing paper, making a mosaic.

W RR M SS

MURALS

GRADE: K-6
TIME: Approximately 2 hours
LEVEL: Difficult-Small Groups

MATERIALS:

Large paper, crayons or paint and paint brushes, masking tape.

METHOD:

1. Carefully plan the mural. Sketch with pencil. Check proportion.
2. Tape several large sheets of paper together or use paper from a roll.
3. Tape the entire length of paper on the floor or wall.
4. Work with 5 or 6 children. Have each child draw or paint a section of the setting or have each child select one item to draw (i.e., all the people, all the buildings, etc.) and create the whole scene.

EVALUATION:

Discuss what is happening in the mural. Display possibly in a corridor. Write about the mural. Make up a story.

ENRICHMENT:

1. Paste fabric or wallpaper shapes on the mural (to create clothing, vehicles, etc.).
2. Paste accessories (i.e. feathers, buttons for wheels, mylar, etc.) on the mural.
3. Label the objects in Spanish.

4. Add balloons and make people talking.
5. Make a shape-city mural. Discuss what we see in a city (people, buildings, animals, vehicles). Use only geometric shapes to make all objects.

6. Greeting card mural - cut a greeting card in strips. Give individual children a large strip of paper cut to same proportions. Copy and enlarge the picture on the greeting card to the larger strip. Paste all large strips together. Sections won't match, but will look terrific.
7. Make a neighborhood, city or foreign country mural; caption it or write a story about it.

W RR S SS

MUSICAL INSTRUMENTS

GRADE: K-3
TIME: Approximately 1 1/2 hours
LEVEL: Easy-Whole Class or Small Groups

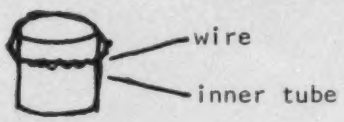
MATERIALS:

Inner tubing, pebbles or beans, monofilament, coffee cans or oatmeal boxes (round), cigarette boxes or any other small box, pop sticks, pot covers, paper cups, shoe box, dowels, spools, styrofoam blocks, bottle caps, nails, wood, brown paper bags.

METHOD:

I Drums

1. Use coffee cans with plastic lids or oatmeal boxes. Decorate by painting, or covering sides with decorated construction paper. (Measure can so construction paper will fit exactly.)
2. You may use inner tubing instead of box cover. Cut tubing in a circle 1½" larger than top of can. Tie down with string or wire.



II Rattles

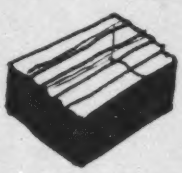
1. Use a small box, yogurt container, juice can, or 2 paper cups.
2. Decorate container.
3. Fill with pebbles or beans. Cover open end with paper bag stretched across top and tied with string, or glue both cups together.
4. You may push a stick (pencil or dowel) through the cups or box to make a handle.

III Guitar

1. Use a shoebox or tissue box.
2. Cut a circle in the center
3. Stretch monofilament fishing line across the top. Punch holes in side of box and knot monofilament. Pull through holes.
4. Decorate box.

or

1. Cut slits on short ends of a shoe box cover.
2. Stretch different size rubberbands, securing them in the slits.



IV Tamborine

1. Use a thick styrofoam rectangle or block of wood.
2. Empty contents inserted in bottle caps.
3. Hammer a nail through center of bottle caps and nail loosely to styrofoam or wood.
   Make sure hole is large enough to allow bottle caps to move up and down.
4. Use as many nails and as many caps on each nail as desired.

or

1. Make holes around edge of aluminum foil pie plates and in center of several bottle caps.
2. Attach caps to plate with yarn or thread.

V Rhythm Sticks

1. Pieces of doweling. Use different thicknesses in sets of 2. (Each thickness produces a different sound.)
2. Decorate sticks.

VI Sand Blocks

1. Use two small blocks of wood, individual cereal packs or cigarette boxes.
2. Cover one side of block with sandpaper.
3. Secure with glue.
4. Glue a spool on opposite side of block for handles.

ENRICHMENT:

1. Classify instruments - ex.: string, wind, etc,
2. Have children accompany a record (ex. Ella Jenkins - "Play Your Instruments," Folkways Records).
3. Have children repeat a sound pattern with their instruments.
4. Discuss how we hear. How can we make sounds? Are all sounds the same? Are all sounds pleasing? Make loud, soft sounds.
5. Make a sound book. Collect things that make sounds.
6. Tape record sounds. Have children try to guess origin of sounds.
7. Do research on the history of musical instruments.

R RR M

NUMERAL/ALPHABET PICTURES

GRADE: K-6
TIME: Approximately 1/2 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper, crayons.

METHOD:

1. Make a numeral
2. Build a picture around it or make the numeral part of an object.

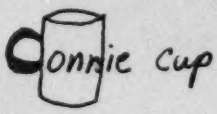
EVALUATION:

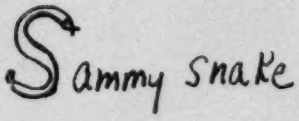
Exhibit the pictures and identify the numerals.

ENRICHMENT:

1. Use several numerals to make a more complex picture. Identify them in the picture and find the sum.
2. Use letters to make pictures. (Can you find a word?)
3. Try to make a face using the numerals 1-9.
4. Make a funny character or object using 1 letter of the alphabet. Name it to facilitate learning the sound of the letter.

   Arrange in alphabetical order.





OWMS

PAINT BLOT PICTURES

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper, india ink or watered down black tempera paint, crayons

MOTIVATION:

Show paint blot samples. Have children brainstorm and list what the blot could possibly be.

METHOD:

1. Put a drop of paint or ink about 1 inch or more in diameter in the middle of the child's paper.
2. Fold the paper in half with the inked part inside the fold.
3. Press down on the folded paper so that the paint spreads inside the fold. (It may be necessary to add additional paint.)
4. Open the paper. Look at the blot. Decide what to make the blot into. Use crayons to add features or build a picture around the blot.
5. Label the pictures on the back.

EVALUATION:

Display blots. Have children try to guess what the blots are.

ENRICHMENT:

1. Describe orally or write instructions for making blots. Perhaps make an experience chart.

   Ex.: Jose's blot is a ___; or Jose made a ___;
   Maria's blot is ___.

2. Discuss line symmetry of designs. Find examples of symmetrical objects, shapes in nature or in pictures.
3. Use mirrors to change shapes. Rotate mirrors.
4. If the blot is a creature, write a story about it.
5. Make a "blot" family.

M S SS

PAPER BAG HOUSES

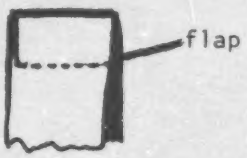
GRADE: K-2
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Lunch size paper bags with rectangular bottoms, crayons or magic markers.

METHOD:

1. Observe and discuss features of various buildings in neighborhood-bricks, color, floors, kinds of windows, fire escapes. Make your house.
2. Hold bag with open end toward child



3. Color the bag and draw in details. Draw door on open end.
4. Open the bag and stand it up.

EVALUATION:

Display houses and have children tell where they live. Review addresses.

ENRICHMENT:

1. Make a map of neighborhood, drawing blocks on floor and place houses in proper locations. Add stores and other neighborhood buildings.
2. Make a city mural by stapling houses next to each other on large cardboard or oaktag. Add other city features.
3. Make a graph of streets we live on. Paste all houses on same street in a row. Which row is longest?
4. Discuss materials used for housing construction: brick, straw, ice, grass, mud, animal skins. Which are the best materials? Why? For k-2 read The Three Little Pigs.
5. Study houses around the world. How does climate affect housing?
6. Investigate the "solar house."
7. Place large photograph or picture of school in center of bulletin board. Write childrens' house numbers on each house. Attach string or yarn to school and house. Put photogarph of child in a window.

M

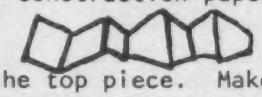
PAPER DOLL CHAIN

GRADE: 1-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Construction paper, scissors, crayons.

METHOD:

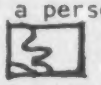
1. Review meaning of symmetry
2. Accordian fold a long narrow piece of construction paper. (fold forward, fold backward, repeat) 
3. Draw a doll, clown, snowman etc. on the top piece. Make sure hands and feet reach the ends of the paper.
4. Cut out the doll. Do not cut entire fold.

do not cut entire fold

EVALUATION:

Open paper. How did the chain form? Why are the dolls exactly the same?

ENRICHMENT:

1. Make half a person on the top sheet of the accordian folded paper.  What happens when you open the paper?
   What other symmetrical shapes can you make to form a chain?
2. How can we make the dolls different even when so much of them is the same? Color each doll. Dress them differently.
3. Design patterns for each doll on your chain (plaid, checks, dots, stripes, etc.).
4. Count the dolls on your chain. Write a number on each doll.
5. Compare your chain of dolls with your neighbors. Whose chains are shorter, shortest, longer, longest? How can you make more dolls, fewer dolls?
6. Arrange equal sets. Begin adding and multiplying.

M SS

PEA MARSHMALLOW CONSTRUCTION

GRADE: K-3
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Small marshmallows, round toothpicks, collection of 3-dimensional objects: soaked peas, jujubes, cut tootsie rolls, styrofoam bits, or gumdrops.

MOTIVATION:

Discuss skeletons. What are shape skeletons?
Discuss sides, corners of a cube.

METHOD:

1. Try to construct a shape "skeleton" using marshmallows to connect toothpicks. Experiment with other connectors. Ex.: jujubes, tootsie rolls, styrofoam bits.
2. Experiment with other constructions. Make a shape with a given number of marshmallows and toothpicks.
3. Make a shape that stands, hangs, balances.

EVALUATION:

Display constructions. What do they remind you of?

ENRICHMENT:

1. Study solid shapes. Name them. Find some in the environment. List number of corners, sides, marshmallows, toothpicks used.
2. How are these constructions like atoms? What are atoms?
3. Compare flat and solid shapes.
4. Try making buildings. What do builders use to make "skeletons" of buildings?

W M SS

PEEP BOX

GRADE: 2-5
TIME: Approximately 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Shoe box, paint, markers, scissors, construction paper, scrap materials (yarn, felt, ribbon spools, pieces of aluminum foil), glue.

METHOD:

1. Choose a subject
2. Cut a small opening in one or both ends of a box.
3. Design the inside of the box by depicting a scene. Use scrap materials to make objects in the scene. (i.e. spool - table, scrap piece of felt-rug; aluminum foil-ice, etc.) Use construction paper to build objects. Scene may be indoors or outdoors.
4. Glue objects in their places.
5. Cover box with lid. Cut openings in several places on the lid to let in light.

6. Decorate the outside of the box by painting or covering with construction paper.

EVALUATION:

Give children time to look at each other's boxes.
Write a story about how-to construct a peep box.

ENRICHMENT:

1. Make a scene from a book you read.
2. Depict an historical scene.
3. Show a room in your house. Plan a room. Think about what furniture is needed, how much floor space is needed, whose room it will be.
4. Plan a room on graph paper. (Floor plan)
   Construct the room as a peep box. Scale to correct size.
5. Design a set for a T.V. show.
6. Make a peep box that tells about yourself. Write an autobiography.

W S SS

PHOTOGRAPHS

GRADE: 2-6
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Photograph of each child (showing entire figure), drawing paper, scissors, glue, crayons or markers

METHOD:

1. Use a polaroid and let children photograph each other (indoors or outdoors) or have each child bring in a photograph of himself.
2. Cut out the individual from the photograph following outline of person's body.
3. Paste the cut out body on the drawing paper. Try to imagine a place you would like to live or a place you would like to visit.
4. Draw an environment around the cut out photograph.

EVALUATION:

Display around theme: Where am I? Have children try to guess the location of each child.

ENRICHMENT:

1. Discuss settings in terms of types. (Ex.: indoor, outdoor, real, imagined, land, sea, air, familiar, foreign, rooms.) Have children place themselves in various settings.
2. What are habitats? Where do animals live? (Ex: jungle, ocean, swamp, meadow) Classify animals according to habitats.
3. Have children place themselves in a foreign country. Write a story about what life would be like there.
4. Imagine life on another planet or life in a city of the future. Write a story about it.
5. Place the face photos in another historical era. Dress the photos in clothing of the period.

R W

PHOTOGRAPHY OBJECTS

GRADE: K-6
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Camera and film or photographs of several objects, paper, pencil, glue.

MOTIVATION:

Have children try to describe objects in the room orally. Have other children try to guess what is being described.

METHOD:

1. Use polaroid pictures of objects taken by children on a walking trip through the neighborhood, or have children bring in photographs of objects.
2. Have each child make a list of adjectives to describe his/her photo.
3. Arrange the list so that general characteristics are followed by more specific ones.
4. Paste the photo on the page with the list.
5. Make a class book of photos from each child.

EVALUATION:

Display the photos or book. Find ten new words you have learned to describe things.

ENRICHMENT:

1. Keep photo covered by flap of paper. Have another student try to guess the object by reading the adjectives.
2. Make up riddles to describe the objects. Have children try to guess which object is being described.

PLACEMATS

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Construction paper, crayons, markers, leaves, transparent contact paper, scissors, glue.

METHOD:

1. Choose a subject.
2. Draw a picture about the subject on construction paper.
3. Cover both sides of the construction paper with transparent contact paper.

EVALUATION:

Use placemats for snacks or special Thanksgiving or International dinner.

ENRICHMENT:

1. Study the foods and eating habits of a specific country. Have a tasting party.
2. Discuss good manners at the table. Discuss lunchroom manners.
3. Learn correct way to set a table. Make sure children know names of eating utensils.
4. Discuss food groups. Make a food wheel.
5. Make a book about healthful foods. Plan nutritious menus.
6. Have children write their favorite recipes. Put together in a book.
7. Discuss measurement and terms: teaspoon, tablespoon, cup, pint, quart, liquid, solid, melt, freeze.
8. Classify foods-vegetables, fruits, meat, poultry, dairy foods.
   Which are of plant, animal origin?
   Make classification charts or books.

S SS

PLASTER PINS

GRADE: 1-3
TIME: 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Paint, plaster, water, pin backs, toothpicks, magic markers, plastic spoons, paste.

METHOD:

1. Introduce plaster powder to children. Discuss its properties before and after adding water. Follow mixing directions on package (usually one part water to 2 parts plaster.) Allow approximately one hour to mix plaster.
2. Use plastic spoons to spoon out plaster.
3. Allow plaster to harden in spoon.
4. Tap spoon on desk to get plaster out.
5. Decorate rounded part with magic markers or paint. A light wash of paint with magic marker details is effective. Discuss designs.
6. Another decorative effect is to cut a design into the plaster with a toothpick or nail and shellac it.
7. Attach a pin back with Elmer's glue.

EVALUATION:

Write an experience chart describing the steps in making plaster pins.

ENRICHMENT:

1. Make the pins on an "assembly line" having small groups responsible for various aspects of the project. Find out what an assembly line is, where it's used and why.
2. Find out what scrimshaw is. Can you make your plaster pins look like scrimshaw? (Scrimshaw was whalers' art of scratching on teeth and bones of whales and sharks.)
3. Collect other white powdery substances (flour, talcum powder, sugar, salt). How can we distinguish among them safely? List properties of various powdery substances.
4. Find other powders, solids, liquids - classify materials. How did we change plaster? How can we change powders?

ROWS SS

PLASTER PLAQUE PEOPLE

GRADE: 1-4
TIME: Several days
LEVEL: Difficult-Whole Class

MATERIALS:

Plaster of Paris, paper plates, cloth or decorative paper, paint, Elmer's glue, yarn or feathers, decorations (beads, sequins, pearls, seeds, beans), scissors.

MOTIVATION:

Show plaster. Discuss properties. What is it used for usually? We will use it for an art project.

METHOD:

Day 1
1. Following directions on package, mix plaster of Paris. Discuss and describe changing properties of plaster.
2. Drop spoonfuls of plaster on trays covered with waxed paper.
3. Let plaster disks dry. Remove from trays.

Day 2
4. Paint plaster disks various tones of skin color.
5. Let dry.

Day 3
6. Paste plaster disk near top of plate (painted side up). This is the head of the person.
7. Decorate head. Add features, hair, etc., using yarn, feathers.
8. Design clothing using cloth.

EVALUATION:

Display plaques. Describe plaques orally. Retell in sequence how plaques were made.

ENRICHMENT:

1. Have the child name the person. Write a story about it. Caption.
2. Experiment with plaster. List its properties.
3. Dress the person in native costume.
4. Make the person a storybook character. Write a story about it.
5. Write directions to tell how to make the plaques.
6. Discuss how plaster changed when it was mixed with water. How do other things change when mixed with water (cereal, sand, soil, soap powder, paint, etc.)? Make a chart Label before and after adding water.

W O S SS

POP-UPS

GRADE: 1-3
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Paper, paste, scissors, crayons.

MOTIVATION:

Discuss things children are scared of. Sometimes objects seem more scary if they are not flat.

METHOD:

1. On drawing paper draw a large colorful creature. Cover most of the paper. Discuss patterns, colors, multiple arms, legs, etc. How can the creature be made to look unusual?
2. Cut out the creature.
3. Paste the creature on a large piece of construction paper to make it pop-up. Use tabs (several pieces of accordion folded paper), or put paste on several parts of the creature and bunch up the other parts so they stand rolled away from paper.

EVALUATION:

Display and name the scary creatures.

ENRICHMENT:

1. Make a pop-up of the city, neighborhood, block, farm.
2. Make a pop-up of a scene from history or a scene from a book.
3. Make a large-sized mural pop-up.
4. Write a story or caption the pop-up.
5. Write a story Things are Popping Up.
   What things can pop-up? (Jack-in-the-box, flowers, butterflies, toast, birds.)
6. Make a pop-up book for someone to read.

W O SS

PORTRAITS

GRADE: K-6
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:
Drawing paper, crayons, mirror (optional)

METHOD:
1. What is a portrait? What details can you name on the face? (i.e. eyebrows, lashes.)
2. Draw a picture of yourself.
3. Encourage detail. Try to use the entire paper.

EVALUATION:
Frame pictures to resemble picture frames or hand mirrors. Review features seen on portraits. Can you guess who it is? How does portrait differ from other pictures?

ENRICHMENT:
1. Have children copy or write a sentence to identify portrait. (I am Jane.)
2. Have children write or tell a simple sentence about themselves. (I like to _____.)
3. Write riddles about portrait. Who am I?
   I like to _____. I live _____.
4. Write an autobiography.
5. Exchange portraits. Write about your friend.
6. Have children write descriptions of themselves. Encourage use of adjectives. Try to match descriptions with portraits.
7. Make portraits of famous people.

W SS

POSTERS

GRADE: 1-6
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Large sheets of oaktag or construction paper, paint or markers, ruler, pencils, scrap material (optional), drawing paper.

METHOD:

1. Choose a subject for your poster. (Safety, brotherhood, health, etc.)
2. Decide what you would like to say. (Use few words as possible.)
3. Plan your poster on drawing paper. Plan lettering and picture. Make sure words are spelled correctly.
4. Rule very light lines on oaktag where printing will be. Print your slogan.
5. Add your picture to the oaktag poster.
6. Paint poster.
7. Add scrap materials to poster with glue.

EVALUATION:

Display posters in room. Discuss the slogan on each.

ENRICHMENT:

1. Create a product. Make a poster to advertise the product.
2. Make a travel poster for a country being studied.
3. Make a poster to "sell" a book that you have read.
4. What is an advertisement? Study advertisements. What do they have in common? Why do people advertise? Classify types of advertisements.

W S

PRESSED FLOWERS

GRADE: 1-3
TIME: 1 hour and several days for pressing
LEVEL: Easy-Whole Class

MATERIALS:

Flowers, wheat, grasses, leaves, magazines, heavy books, clear contact paper, clear film 1" wide with perforations along edges, yarn.

METHOD:

1. Demonstrate how to press flowers, grasses, wheat, etc. by placing them between magazine pages and by putting heavy books on top.
2. Allow flowers to flatten for several days.
3. Fold contact paper in half and remove backing. Place flowers on one half.
4. Then fold over the other half to cover the flowers. Press down. Or, place flowers in between clear film and sew two pieces of film together through sprocket holes.

EVALUATION:

Display creations. They may be used as bookmarks or placemats.

ENRICHMENT:

1. Classify flowers according to types, colors.
2. Identify flowers.
3. Make a flower book.
4. Study seeds. How do flowers grow?
5. Make your own stationary - Place pressed flower on a piece of plain notepaper; cover with small piece of contact paper. Write a letter to a pen-pal or friend.

S SS

PRINTING - BLOCK

GRADE: 3-6
TIME: Approximately 2 hours
LEVEL: Difficult-Small Groups

MATERIALS:

Scuares of linoleum tile, cutting tool, paint, brayer (hand inking roller), newspaper, drawing paper, aluminum trays.

METHOD:

1. Draw a picture on paper that is the same size as the linoleum tile.
2. Cover desk with newspaper.
3. Using carbon paper, trace the picture onto the linoleum tile.
4. Go over the cutline of the picture with a cutting tool, gouging out the lines or cut away all the space around the lines (so the lines remain raised).
5. Prepare blank papers that are to be printed on your desk.
6. Put the cut tile into a tray of thick paint, or brush the paint on the tile, or roll it on with a brayer. Put the linoleum tile, cut side down, on the paper and press firmly. Make sure you have made contact with the entire surface of the tile.
7. Repeat process for more prints.

EVALUATION:

Mount prints and display. Review method of printing and safety rules with tools.
Choose best quality prints. Why?

ENRICHMENT:

1. Do research on the history of printing. Why is printing important to civlization?
2. Find out the principles behind the printing machines in school (rexograph, xerox, mimeograph, etc.)
3. Discuss calligraphy.

ABOUT PRINTING

Printing is making copies of words or pictures. Printing of the written word has revolutionized society by extending man's knowledge.

There are three basic ways of printing:

1. Relief printing involves applying ink to a raised surface with a design. Vegetable, cardboard and woodcuts are examples. Handcarved woodcuts were used by the Chinese as far back as 770 AD. They were used as book illustrations by the Germans during the 15th Century. Most printing in the U.S. is done by a kind of relief printing known as the letterpress technique.

2. Intaglio printing involves inking areas cut out (recessed) of the printing surface. Intaglio printing involves using a press to force the ink out of the recessed lines onto the paper. Etching, dry point and gravure are examples.

3. Planographic printing uses flat surfaces to do printing.

   The second most common method of printing is offset printing using the principle that oil and water don't mix. Some areas are treated with greasy ink while others are treated with water.

   Objects that can't be put in a press or display objects can be printed by serigraphy or silk screen method which involves placing a stencil on a stretched silk frame.

from World Book Encyclopedia

NYC TC

ORRM

PRINTING -FINGERPAINT

GRADE: K-2
TIME: 1hour
LEVEL: Easy-Small Groups

MATERIALS:

Fingerpaints, fingerpainting paper, trays.

METHOD:

1. Spread fingerpaint on tray.
2. Make a picture with fingers on painted tray.
3. Press shiny side of fingerpaint paper on painted tray.
4. Press firmly.
5. Lift off paper to reveal print.
6. Let dry.
7. Several prints can often be gotten from one picture, so repeat steps 3-5 a few times.
8. Then add more water or paint and make a new picture.

EVALUATION:

Mount and display your best print.
Compare the prints made from 1 picture. Which is the best? Why?

ENRICHMENT:

1. Use prints to make wrapping paper.
2. Cut out various parts and paste on colored paper to make a picture.
3. Discuss feeling of paint on fingers. Describe.
4. Try it with chocolate pudding.
5. Make letters or numbers.

RR S

PRINTING WITH OBJECTS

GRADE: K-5
TIME: 1 hour
LEVEL: Easy-Small Groups

MATERIALS:

Paper, tempera paint or printing ink, printing materials (sponge, foam, corks, vegetables, fruits, spools, potatoes, leaves), plastic knives (optional).

MOTIVATION:

Discuss patterns on fabrics. How are patterns printed? We will experiment by printing patterns with various objects.

METHOD:

1. Either coat the printing object with paint brushed on or dip the object into paint. Experiment to get the proper paint consistency (not too thin).

2. Press the object onto paper to make a print.
When using onions, apples or cabbage, cut them in half.
When using potato, first cut it in half and cut pattern into it. Children may use plastic knives.

EVALUATION:

Display prints. Which would be good fabric prints? Why?
Try to guess what objects were used to print various parts.
Discuss the best paint consistency for a good print.

ENRICHMENT:

1. Experiment using more than one color.
2. Try printing patterns side by side, overlapping.
3. See how many prints can be made without repainting the object.
4. Design a fabric with the prints. Discuss stripes, plaids, checks, florals.
5. Try to make a picture rather than just a pattern with the prints.
6. Cut the sponges or foam into letters or numerals.
Try printing names, words, etc.
7. Use one object per page. Make a book of prints and label with object used.

W

PRINTING - ROLL

GRADE: K-3
TIME: 1 - 2 hours
LEVEL: Easy-Small Group

MATERIALS:

Toilet paper rolls, Elmer's glue, yarn, pipe cleaners, rick-rack, paper, paint or printing ink.

METHOD:

1. Paste design with string, rick-rack, yarn or pipe cleaners onto roll. Let dry thoroughly.

2. Roll cylinder in paint.

3. Then roll cylinder onto paper and print.

ARIATION:

On square of cardboard paste design using above materials (perhaps add mesh or cardboard shapes). Let dry thoroughly. Dip into paint or brush on. Press into paper to print.

EVALUATION:

Mount and display prints. Which are most successful? Why?

ENRICHMENT:

1. Make a realistic picture on a cardboard plate. Paste on styrofoam bits, cardboard shapes, mesh, pipe cleaners, rick-rack, etc. Paint over the cardboard. Press it down on paper.

2. Write a story describing the sequence of making a cardboard plate print.

R W S SS

PRINTING - STYROFOAM TRAY

GRADE: 1-5
TIME: 2 hours
LEVEL: Intermediate

MATERIALS:

Styrofoam meat trays, paint, or water soluble ink, pencils, paper, brushes.

METHOD:

1. Remove edges of tray so that the tray is a flat slab.
2. Plan out design on paper which is the same size as tray.
3. Use pencil to make the design or picture on the tray. Do not press too hard to cut through the tray, but make the lines deep enough to be seen and felt.
4. Coat the design with paint. Experiment to get the proper consistency.
5. Turn the tray over.
6. Press it down on paper and print. See how many prints can be gotten from one coat of paint.
7. Use someone else's printing plate.

EVALUATION:

Have each child select and mount his best print. Display the prints and describe them. Discuss what makes a print successful.

ENRICHMENT:

1. Caption the prints.
2. Use the prints to make greeting cards and for frame.
3. Research the history of printing.
4. Print a seasonal design.
5. Have the children make a chart describing the sequential steps in making a styrofoam tray print.

O W SS

PUPPETS -BALL OR STYROFOAM

GRADE: 2-6
TIME: 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Rubber or styrofoam balls, toilet paper rolls or dowels, wire or pipe cleaners, cloth, magic markers, pins, construction paper, sequins, beads, buttons, yarn, movable eyes, Elmer's glue, scissors, needles (optional), thread (optional).

METHOD:

1. Decorate rubber ball or styrofoam ball to make head. Use yarn, cotton, steel wool for hair. Use markers, beads, beans, buttons, sequins.

2. Make a hole on the ball where neck belongs. Stick in a pencil or dowel. If using styrofoam ball, stick in dowel or toilet paper roll.

3. Use wire or pipe cleaners to fashion arms.

4. Either sew clothing . (use pattern below) or drape cloth on puppet.

EVALUATION:

Introduce puppets to class.

ENRICHMENT:

1. Dramatize a favorite story or historical event.

2. Write a dialogue or play for the puppet.

ABOUT PUPPETS

The word puppet is derived from the Latin word "pupa" meaning figure or doll. Puppets have been mentioned repeatedly in world history. Ivory marionette type puppets as well as human size string operated idols were in existence in Egypt. "String pullers" are mentioned in Greek literature as far back as 300 BC. A legend dates marionettes back to religious puppet plays involving the Virgin Mary (Little Mary) or mariorette. Large marionettes from 3-5 feet tall were in existence in Italy during the Middle Ages. Puppets were popular in England during Shakespeare's day with puppet shows often performed at country fairs. The first real Italian puppet theatre dates back to 1640 with Silvio Fiorello's punchinello puppets. The American Indians used puppets in religious rites endowing them with a "spiritual gift of life."

There are many different types of puppets based on the way they are moved, for example: string, wire, rod, hand, finger and magnetic.

In part from World Book Encyclopedia

O W M

PUPPETS - CYLINDER PAPER

GRADE: K-3
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Rectangular strips of paper, crayons or magic markers.

METHOD:

1. Wrap the strip around child's fist (allow for overlap).
2. Mark center section for face.
3. Lay flat and add features to center section.
4. Fit puppet head around fist and tape.

EVALUATION:

Introduce puppets to class.

ENRICHMENT:

1. Introduce solid shapes. Puppet is a cylinder. Find other cylinders in the environment.
2. Make a collection of other solid figures: sphere, cone, pyramid, etc.
3. Try to make puppets out of other solid shapes.
4. Compare flat and solid shapes - circle vs. sphere, square vs. cube, triangle vs. cone.
5. Dramatize a story.
6. Share a book.

OW

PUPPETS - DANCING STICK

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Sticks or pencils or cardboard strips, decorations, paper, yarn, tape, crayons, hole puncher.

MOTIVATION:

Discuss how we can make stick puppets move with yarn

METHOD:

1. Cut out a paper or oaktag rectangle and decorate (half a piece of drawing paper with rounded top is optional as top of head).
2. Punch 4 holes as shown.
3. Pull yarn through hole for arms and legs.
4. Attach paper arms and legs.
5. Tape on stick.

VARIATION:

Make the body as described. Add construction paper accordion-folded for arms and legs.

EVALUATION:

Have puppets dance to music. Name the puppet and introduce to group.

ENRICHMENT:

1. Discuss ways of moving. Introduce verbs. Have puppets move in various ways.
2. Have a discussion: Happiness is . . . . Make a happiness book.
3. Dramatize.
4. Share a book.

O W M SS

PUPPETS - FINGER

GRADE: K-2
TIME: Less than 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper, tape, crayons or magic markers.

MOTIVATION:

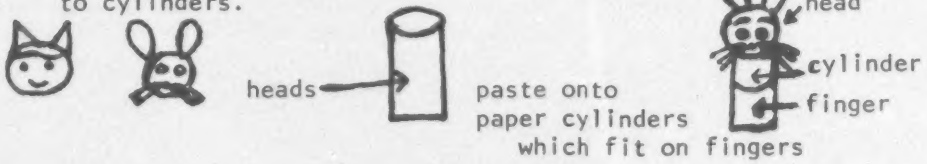
Teach fingerplay "Where is thumbkin?"

METHOD:

1. Cut small rectangles which, when rolled into cylinders, will fit around childrens' fingers.
2. Divide in half and draw features. Decorate.
3. Roll and tape onto finger.
4. Make a different puppet for each finger.

VARIATION:

Make paper cylinder rings as above. Attach paper circle heads to cylinders.



EVALUATION:

Recite "Where is thumbkin?" This time have each finger with a puppet character on it.

ENRICHMENT:

1. Make the puppets members of a family. Introduce family members.
2. Make the puppets animals in a zoo. Introduce habitats.
3. Introduce concept of joining and separating sets by adding and removing puppets from fingers.
4. Dramatize.
5. Share a book.

OW

PUPPETS - FOLDED PAPER

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Paper rectangles, crayons, construction paper for decorations.

METHOD:

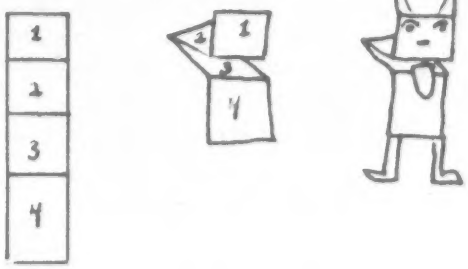
1. Fold rectangular strip into fourths.
2. Box 1 is for head. Decorate, color and add ears.
3. Color boxes 2 and 3 a solid color. This is the inside of the mouth. A tongue may be pasted on box 3. Allow 1-2" not pasted to rest on box 4.
4. Box 4 is the body. Make a pattern on it. Legs and/or arms may be pasted on.
5. Fold as shown.
6. Use hand to make puppet open and shut mouth.

EVALUATION:

Have puppet introduce self and speak to group.

ENRICHMENT

1. Dramatize a story or song.
2. Share a book.



O R RR W M S

PUPPETS - FOOD

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Apples, potatoes, carrots, onions, beets, cucumbers, cloth or handkerchief cut into a circle, index card, sequins, yarn, buttons, straight pins, knife (optional: marshmallows, cloves, push pins, feathers, raisins)

MOTIVATION:

Display variety of fruits and vegetables as described. Identify.

METHOD:

1. Cut hole in fruits or vegetable base.
2. Insert index card rolled into a cylinder to fit finger or insert pencil.
3. Make clothing using handkerchief or cloth.
4. Attach sequins, cloves, marshmallows, yarn, feathers, raisins, buttons with pins to form eyes, nose, mouth and hair.

EVALUATION:

Have a food parade puppet party. Make up funny names to reinforce initial consonants. Ex.: Betty Beet, Peter Potato.

ENRICHMENT:

1. Classify puppets into categories: fruits, vegetables, colors.
2. Make a food alphabet. Find pictures or draw pictures of foods for each letter of alphabet.
3. Have a fruit tasting party. Make fruit salad.
4. Make a seed collection. Match seeds and fruits.
5. Plant seeds. Plant parts of vegetables. (ex: carrot top, onion, etc.).
6. Make a favorite fruit or vegetable graph.
7. Make a fruit or vegetable scrapbook.
8. Find out why we need fruits and vegetables.
9. Make applesauce following a simple recipe. Define recipe, ingredients, utensils. Discuss changes the apples undergo.
10. Write a story - "If foods could talk". Dramatize with appropriate puppets.
11. Make a vegetable salad.
12. Find out how fruits and vegetables grow - on ground, underground, on trees, on vines.
13. Dramatize a story.
14. Share a book.

O W SS

PUPPETS - HAND

GRADE: 1-4
TIME: 1 - 2 hours
LEVEL: Easy to Intermediate-Whole Class

MATERIALS:

Paper or fabric, stapler or needle and thread, decorations (paper, buttons, yarn, beads, etc.).

METHOD:

1. Trace a pattern (about 2" larger than your hand) on 2 pieces of paper or fabric.
2. Staple or sew the 2 pieces together. Be sure the child's hand fits inside.
3. Decorate the puppet. Either paste or sew on decoration.

EVALUATION:

Introduce puppets to class.

ENRICHMENT:

1. Dramatize a story or book chapter.
2. Make the puppet a character from your favorite book. Have the puppet tell about the book.
3. Make the puppets famous figures in history. Tell about their lives.
4. Make the puppet a phonics character.

O W

PUPPETS - MOOD STICK

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Cardboard or paper circles or ovals (2 per child), flat sticks or cardboard sticks, paste, crayons, yarn, construction paper for decorations, scissors

MOTIVATION:

Discuss things that make children feel happy, sad, angry. Elicit "We feel differently at different times". Our puppets will have 2 faces with different moods.

METHOD:

1. On 1 oval or circle make a happy face. On the other draw a sad or mad face. Decorate.

2. Paste the undecorated sides of both ovals or circles together with stick in between. Yarn hair may be pasted between ovals or circles and flipped over on either face. A bow tie may be pasted under face.

EVALUATION:

Have child introduce his puppet and say hello in the tone of voice to indicate the feeling shown. Have other children try to guess the feeling.

ENRICHMENT:

1. Tell or write why the puppet feels the way it does.

2. Make a "feelings" book. Each child draws or writes what makes him feel a given way.

3. Make the puppets self-portraits.

4. Make the puppets cartoon characters. Dramatize a comic strip. Write dialogue.

PUPPETS - PAPER BAG

GRADE: K-3

TIME: 1 hour

LEVEL: Easy-Whole Class

MATERIALS:

Paper bags with base folded (small lunch bags are best), crayons, construction paper, scissors, paste, magic markers.

MOTIVATION:

Discuss animals and where they live

METHOD:

1. Draw the face (human or animal) on the flap of the bag. The mouth opening is on the bottom fold of the bag. The underside of the flap is the inside of the mouth.

2. Paste on construction paper features. Add details with crayons or markers.

EVALUATION:

Have children try to guess what animal the puppet is portraying.

ENRICHMENT:

1. Make book characters or historical characters.

2. Practice the sounds that the animal name begins with. Ex.: Daffy Duck says "d". Monster Monkey says "mmm".

3. Act out a nursery rhyme.

4. Have the children do research about the animal puppets and tell 5 interesting facts about the animal.

5. Make a metric monkey to teach metric facts (or addition alligator, subtraction spider, etc.).

PUPPETS - SOCK

GRADE: 2-5
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Old socks, Elmer's glue, buttons, felt for decorations, paper, rick-rack, wool, scissors (optional: needles, thread).

METHOD:

1. Place the sock on hand so that the toe section is folded in between thumb (see diag.) and forefinger to form mouth of puppet.
2. Add decorations (hair - yarn or cotton or feathers: eyes and nose-felt, buttons, beans; tongue - construction paper or felt pasted to bottom of mouth).

EVALUATION:

Have a funny face puppet contest.

ENRICHMENT:

1. Dramatize a scene from a story. Ex.: Have children make wild things from Sendak's Where the Wild Things Are.
2. Have a monster parade naming the creatures.
3. Write a story about your puppet. Either describe how it was made or describe the adventures of my puppet or tales of an old sock.
4. Create a play and dramatize.

OWS

PUPPETS - STRING

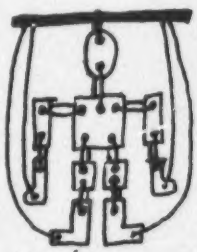
GRADE: 3-6
TIME: 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Cardboard, oaktag, construction paper, colored string or yarn, crayons, dowels or tongue depressors, scissors, hole puncher.

MOTIVATION:

Discuss joints that help people move. Identify body joints. Make jointed puppet.



METHOD:

1. Draw body on oaktag in separate pieces.
2. Punch holes as shown.
3. Decorate.
4. Attach loops and strings to connect body parts (use different colors for arms and legs).
5. Attach string ends to stick or dowel.

EVALUATION:

Have children try to have their puppets walk, dance.

ENRICHMENT:

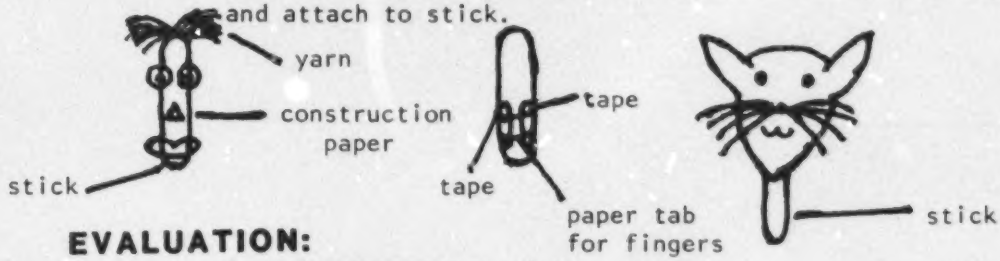
1. Discuss verbs. Make a verb chart.
2. Dramatize your favorite story.
3. Write a play for your puppet.
4. Make a marionette using boxes or paper mache.
5. Go over body parts, joints. Make a chart and label body parts.

PUPPETS - TONGUE DEPRESSOR

GRADE: 1-2
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:
Tongue depressors or popsticks, moving eyes or beans, paper, yarn, Elmer's glue, magic markers.

METHOD:
Decorate tongue depressors as shown or make characters and attach to stick.



EVALUATION:
Introduce puppet to class.

ENRICHMENT:

1. Make stick puppets to portray various stages in the water cycle or other cyclic events.
2. Make the puppets "phonics characters" for the initial consonants. Make up tongue twisters for the puppets to say.
3. Dramatize.
4. Share a book.

PUZZLE MAKING

GRADE: 1-3
TIME: Approximately 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Magazines, drawing paper, paste, cardboard, scissors.

METHOD:

1. Find an interesting picture.
2. Spread paste over entire piece of cardboard or oaktag.
3. Paste the picture on the cardboard. Press evenly.
4. Let it dry.
5. Turn over and with pencil make lines to indicate puzzle pieces.
6. Cut out puzzle and place parts in an envelope.

VARIATION:

Instead of magazine pictures use the childrens' paintings or other art work. Be sure all areas of the paper are covered.

EVALUATION:

Exchange puzzles and try to do someone else's puzzle.

ENRICHMENT:

1. Make a number or sound puzzle

objects beginning with m
2. Make a scene from a story that was read.
3. Make a body puzzle. Children use body parts as clues to put puzzles together.
4. How many pieces to the puzzle? Estimate, count.

SS

QUILTS

GRADE: 2-6
TIME: Approximately 6 hours
LEVEL: Intermediate to Difficult-Whole Class

MATERIALS:

Squares of felt or cotton (about 6" x 6"), felt and fabric scraps, scissors, needle, thread, chalk, paper, stuffing, yarn

METHOD:

1. Choose a theme - Our Neighborhood, All About (a country), Visiting a Farm, etc.
2. Have children choose what they would like to make for their square. Make a list. (Try not to duplicate ideas.)
3. Give each child a square piece of paper (the size of the felt square). Have them plan their ideas.
4. After the paper square is worked successfully, give children oaktag. Have them make patterns for their squares (with scrap paper).
5. When paper patterns are successful give child fabric scraps. Pin pattern to fabric and cut out fabric.

6. After all fabric shapes are cut out, give child the 6" felt square. Pin fabric shapes to felt square.
7. Sew fabric shapes to felt square using a running stitch (small) and staying close to ends of shape.
8. If desired, leave a small opening in a shape and stuff. Then close the seam.
9. After all children complete their squares, sew each square with a running stitch to a large piece of fabric or sew squares to each other. Sew entire quilt to a large piece of fabric for the backing.

ENRICHMENT:

1. Quilts may be made around various themes. Ex.: school, neighborhood, alphabet, nature, toys, U.S., history. They make an attractive culmination project to a unit.
2. They make the children simplify their thinking to create easy step symbols to express their thoughts, feelings and ideas about a theme.

ABOUT QUILTING

Quilting is making a padded needlework covering of three layers of fabric. A design is marked on the top layer. Colorful geometric or floral patterns may decorate the top of the quilt. Two common methods of design are piecing, made of many small pieces of fabric sewn together, or applique, cut out cloth designs embroided on the top.

Quilting has been practiced for thousands of years. Soldiers of the Middle Ages wore quilted coats and hoods under their armor. The Dutch and English colonists brought quilts to America. Quilting bees (parties) were attended by women and girls. Quilting was an art in Colonial homes. Quilt designs were developed and passed down from generation to generation. Many heirloom quilts are on display in museums.

From the World Book Encyclopedia

RWS

ROCK BABIES

GRADE: K-4
TIME: 1 hour - needs to dry overnight
LEVEL: Intermediate-Whole Class

MATERIALS:

Stones of different sizes (smooth,rounded ones are best), epoxy glue (used by teacher), magic markers, yarn, feathers, beads, pipe cleaners, movable eyes, beans, seeds, other decorations, Elmer's glue.

METHOD:

1. Have children sort rocks according to a property. Ex: size, shape, color, smoothness, type.
2. Have children experiment with rocks which go well together to make animals, creatures, etc.
3. Teacher pastes rocks with epoxy glue. Allow rocks to dry overnight.
4. Decorate. Demonstrate use of Elmer's glue to paste on decorations. Emphasize simplicity.

EVALUATION:

Display rock babies. Have children name them.

ENRICHMENT:

1. Have children try to make rock fish, rabbits, ladybugs, etc. Make a rock zoo or family or aquarium. Write stories.
2. Classify rocks according to types: igneous, metamorphic, sedimentary. Describe formation of type.
3. Describe rocks. Introduce children to adjectives.
4. Start a rock collection. Identify and label.
5. Make creatures using seashells.
6. Develop vocabulary by finding rocks that fit into these categories: sharp-smooth; large-small; dark-light; heavy-light. Introduce concept of opposites.

ROLL PEOPLE

GRADE: 1-5
TIME: 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

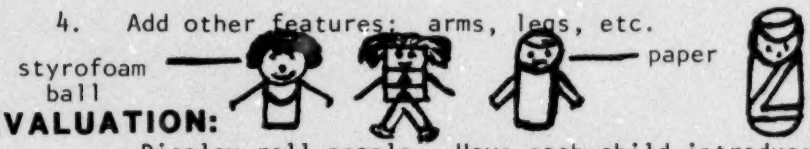
Toilet paper or paper towel rolls, cloth, colored paper, crayons or markers, optional decorations: beans, seeds, yarn.

MOTIVATION:

Display toilet paper rolls. Try to elicit what we can do with them. Today we will make roll people. They can be modeled after real or imaginary people.

METHOD:

1. Divide the roll into approximate thirds and mark with pencil.
2. The top third is the head. Cover with appropriate paper. Add features with markers or use decorations. Yarn may be used for hair.
3. The bottom two-thirds is the body. Make clothes for the roll by wrapping and fastening paper around the roll. Measure paper rectangles to go around the cylinder.
4. Add other features: arms, legs, etc.



EVALUATION:

Display roll people. Have each child introduce and name his character.

ENRICHMENT:

1. Group the characters to make a roll city.
2. Make everything for the city from rolls.
3. Make the rolls into dolls from around the world.
4. Write a story about the roll people. What are they like?
5. Make a roll castle by cutting slots and fitting rolls into each other; spray paint them.
6. Make roll robots, storybook characters.
7. Write, If I Were a Toilet Paper Roll. Describe how you came to be created.

NYC TC

W R SS

ROLL VIEWER

GRADE: 2-3
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

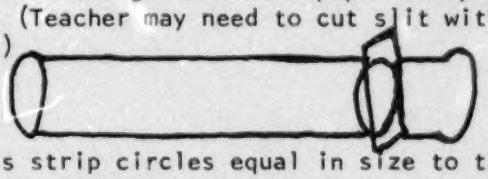
Paper towel rolls, paint or paper to cover roll, adding machine tape or paper strip with diameter about the size of roll opening, crayons, pencils, scissors.

MOTIVATION:

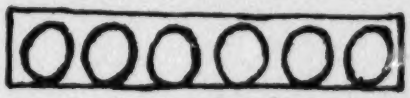
Discuss meaning of viewer. Review sequence of a story which the children have read or heard. List episodes in order.

METHOD:

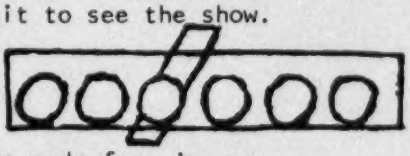
1. Cover or paint roll.
2. Cut slit in roll at 1 end. Do not cut all the way through, but make it wide enough so that a paper strip can be pulled through it. (Teacher may need to cut slit with scissors or razor blade.)



3. Trace on this strip circles equal in size to the roll opening.



4. Draw episodes from story in order (one episode in each circle).
5. Insert in slit. Look through other end of roll and pull strip through slit to see the show.



6. New strips may be made for viewers.

EVALUATION:

Exchange viewers and strips.

ENRICHMENT:

1. Illustrate a story the children read or wrote.
2. Caption the episodes.
3. Illustrate a strip for: A Day in the Life of _____
   A Week in the Life of _____
   A Silly Alphabet
4. Make a book report strip. Comic strip cartoon.

NYC TC

W R SS

ROLLER T.V.

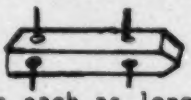
GRADE: 1-5
TIME: Approximately 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Quart milk or juice containers, adding machine tape, crayons or magic markers, plastic straws or dowels or pencils, tape, construction paper or paint

METHOD:

1. Cut out a rectangle 2" x 5" on 1 side of a milk container. Staple the milk container closed.
2. Paint the outside of the milk container or cover with construction.
3. Use a pencil to make 4 holes (as shown) in container. Stick two straws or pencils into holes.



4. Divide adding machine tape into sections each as long as the open rectangle in the carton.
5. Use the first section for title of "T.V. show." Draw pictures and caption each succeeding section.

6. Attach strip to straw at left with tape. Turn straw and roll up strip on left straw. Attach other end of tape to right straw.
7. Turning straws will "move" the T.V. show.

EVALUATION:

Display and narrate "T.V. show."

ENRICHMENT:

1. Make a cartoon show or comic strip.
2. Make a sound T.V. show. Put a sound in each section and draw pictures of things that begin with each sound.
3. Make a travelog to describe a country or to explain the country to tourists.
4. Make a time line T.V. show to describe the history of an area.
5. Describe the sequence of a story to do a book report.

NYC TTC

W R SS

SANDCASTING

GRADE: 2-5
TIME: Approximately 2 hours
LEVEL: Difficult-Small Group

MATERIALS:

Plaster, milk box containers, sand, buttons, toothpicks.

METHOD:

1. Place damp sand in box, bucket or opened cut down milk container. Pat down sand firmly. (Don't make sand too wet.)
2. Either draw a picture in sand with a toothpick or press fingers or buttons or rocks or other object to be cast into sand and remove carefully. Be sure the mold holds. (If it doesn't hold, sand is too dry.)
3. Mix plaster (no lumps - 2 parts plaster to 1 part water. Add plaster to water gradually and stir.)
4. Pour plaster into box so that plaster goes into mold and is about ½" to 1" above sand.
5. Let plaster dry thoroughly.
6. Tear away milk container. Remove sand gently. Wash cast.
7. Plaster cast square remains. (It's delicate. Be careful.)

EVALUATION:

Display. Discuss sequence. Write an experience chart describing sequence. Include what to do if and when things go wrong. Discuss why some parts protrude out.

ENRICHMENT:

1. Discuss consistency of sand and plaster at various points of project.
2. Mix other materials with water. Compare consistencies: puddings, pastes, mud.
3. Display molds. What can molds be used for? (Ex.: Jello mold, candle casting mold.)
4. Brainstorm use of sandcasts.

OMS

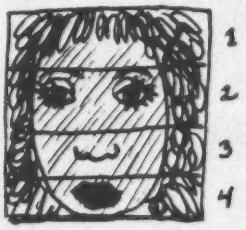
SCRAMBLED HEADS

GRADE: 2-5
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:
Drawing paper, crayons, scissors, construction paper, paste
optional: mirrors, pictures portraying emotions.

MOTIVATION:
Go over parts of the face. Discuss ways of showing various emotions by changing facial features.

METHOD:



1. Fold drawing paper into fourths.
2. In part 1, draw hair, hats.
3. In part 2, draw eyes, eyebrows.
4. In part 3, draw nose.
5. In part 4, draw mouth.
6. Be sure face covers all 4 sections. Color face.
7. Cut face apart on lines.
8. Make 4 envelopes (1 for each part; put all part 1's in envelope one, all 2's in two, etc.)

EVALUATION:
Have each child select 1 part from each envelope. Paste parts on construction paper to form a new scrambled face.
What emotions are visible on the various parts?

ENRICHMENT:

1. Make scrambled animal faces.
2. Divide the paper into 6 sections and draw on entire body. Go over body parts. Make animals or people.
3. Begin a study of fractions (ex.: show $\frac{1}{4}$ of a face, 3/4 of face, 1/6 of body).
4. Create scrambled animals with body parts of various animals. Give them new names (ex.: ducat (duck and cat), alligion (alligator and lion.)
5. Begin a study of animals. Discuss features of animal body.

W S SS

SCRAP SCULPTURE

GRADE: 2-5
TIME: 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Paper rolls, spools, egg cartons, scrap wood, tongue depressors, toothpicks, clay, mesh, cardboard, paper, foil, string, wool, styrofoam, corks, paper cups, wire, pipe cleaners, straws, glue, plastic scraps.

The success of this project depends largely upon the diversity of materials available and the motivation to combine them in an interesting way.

METHOD:

1. Introduce materials. Which are flexible, not flexible? Which can you fold, bend?
2. Experiment joining materials.
3. Have children select several materials to make an interesting design. Encourage experimentation. Select a base for the sculpture.

EVALUATION:

Display sculpture. What does it remind you of?
Can we name the sculptures?

ENRICHMENT:

1. Classify objects according to the materials they are made of (ex.: wood, plastic, paper, metal, styrofoam).
2. Make a materials chart. Find other objects made of these materials.
3. Investigate the properties of the materials.
4. Can you make a sculpture only of wood or styrofoam or toothpicks?
5. Visit a museum to see sculptures.
6. Collect scrap objects for sculptures. Classify by material they are made of.
7. Do research to find out about the life of a sculptor.

W S SS

SEASHELL FISH

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Cardboard or cardboard lunch trays, paint, construction paper, variety of seashells, Elmer's glue, decorations (pearls, buttons, beans, pipe cleaners).

MOTIVATION:

Discuss what is in the sea. List. We will make an undersea scene using shells to make undersea fish and animals.

METHOD:

1. Have children select a flat shell which can be pasted onto cardboard.
2. Paste shell on painted tray or cardboard.
3. Add decorations to make shell look like a fish or undersea creature.
4. Add paper seaweed, etc.

EVALUATION:

Display and label work.

ENRICHMENT:

1. Do research about a "balanced aquarium."
2. Classify and identify shells. Where do they come from? What are they made of?
3. Make a shell collection.
4. Classify undersea animals into groups.
5. List bodies of water: pond, lake, sea, river, ocean, bay, stream, inlet. How are they different?
6. Distinguish between fresh and salt water aquariums.
7. Set up a class aquarium.
8. Make habitat charts. What animals and plants live in a forest, jungle, dessert, pond, marsh, etc.?

W RR M S SS

SEASON WHEELS

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Crayons, paper, paper fasteners.

METHOD:

1. Discuss current season and its characteristics. List seasons and characteristics.
2. Have each child trace and cut out two circles (make 1 circle at least 2" in diameter bigger than the other).
3. Lightly fold both circles into fourths.
4. Write seasons on outer circle (1 in each fourth).
5. Draw pictures depicting one season in each fourth of the smaller circle.
6. Place the smaller circle on top of the larger circle. the center.

EVALUATION:

Turn the wheel to mix up the seasons and pictures. Have children exchange wheels and try to match the pictures with the seasons.

ENRICHMENT:

1. Make up season riddles.
2. Investigate seasonal changes. Why do we have seasons? Why do leaves change color?
3. Investigate seasons around the world.
4. How does climate affect life in a country? (Clothing, houses.)
5. Associate holidays, seasons and months of the year.
6. Write a story about your favorite season. Why do you like it best?
7. Make a favorite season graph.
8. Make a birthday graph. In which season were most of us born? In which month were most of us born?
9. How do seasons affect activities? Find or make pictures of things we do in summer, winter, etc.

NYC TC

O W RR M

SHAPE CUT-UPS

GRADE: 1-2
TIME: 1 hour
LEVEL :Easy-Whole Class

MATERIALS:

Construction paper, paste, scissors, shape templates (optional).

MOTIVATION:

Review basic shapes (circle, square, triangle, rectangle, diamond, oval).

METHOD:

1. Draw or trace a shape on half a piece of construction paper.
2. Cut out the shape.
3. Enlarge the shape and draw it on contrasting paper.
4. Cut original shape into several parts. Then paste the parts on the larger shape to reproduce the original shape (see picture). Leave spaces between pieces.
5. Mount on large construction paper.

EVALUATION:

Display and name the basic shapes. What happened to the smaller shapes?

ENRICHMENT:

1. Use irregular shapes. Use more complex shapes - trapezoid, octagon, etc.
2. Experiment tearing the shapes rather than cutting them.
3. Recite Humpty Dumpty. How is a shape "cut-up" like Humpty Dumpty?
4. Make up a poem: Ollie Oval Sat on a Wall
   Timmy Triangle Sat on a Wall, etc.
5. Identify shapes. Classify according to number of sides.
6. Find objects and/or pictures of objects of various shapes.

SHAPE PICTURES

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Construction paper shapes (various sizes), paste, crayons, drawing paper.

METHOD:

1. Identify various shapes. Select and identify one shape.
2. Paste shape on paper.
3. Use crayons to create a shape person, object, animal, creature, etc., by adding details to the shape.

EVALUATION:

Display pictures. Have children identify the basic shape in each picture.

ENRICHMENT:

1. Use shapes made from other materials (i.e. wallpaper, fabric, etc.).
2. Use several shapes to form a picture.
3. Use only four-sided shapes to create a picture.
4. Describe or write a story about picture.
5. Caption pictures.
6. Make shape books. Paste triangle shaped objects in triangle book, circular objects in circle book, etc.
7. Compare flat and 3-dimensional objects. Make shape collections.

R RR M

SHOEPRINTS

GRADE: K-2
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Charcoal or colored chalk, large white paper, crayons, sneakers or other shoe with design on sole.

MOTIVATION:

Discuss how each of us is unique. Elicit; We all have different footprints. We will make shoeprints.

METHOD:

1. Step into dust or charcoal or colored chalk with sneaker or other patterned shoe. Then step directly onto large white paper.
2. Trace around pattern with dark crayon.
3. Color in sections with different colored crayons to make a design.

EVALUATION:

Cut out shoeprints and mount. Try to arrange them in size order.

ENRICHMENT:

1. Who has the largest shoe? Who has smallest shoe? Then check sizes.
2. Trace around your foot. Cut out footprint. How can we find out whose foot is largest? Put footprint on graph paper and count boxes. (Introduce concept of area.)
3. What is the distance around the foot? Use string. (Introduce perimeter.)
4. Introduce the footprint as a non-standard measurement unit. Estimate how many footprints long the room is. Then measure.
5. Use other non-standard units (handprints, toothpicks, popsticks, clips).
6. Read How Big is A Foot? by Rolf Myller (Atheneum paperback-1962).

SKELETONS

GRADE: 1-3
TIME: 1 - 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:
Paper, toothpicks and clay, or straws and string, paste

MOTIVATION:
Why does a chicken need bones? Why do we need a skeleton?

METHOD:

1. Display chicken bones. Discuss meaning of skeleton, joints. Go over body parts, joints. Make a skeleton.
2. Giving oral directions 1 step at a time, draw the head on drawing paper, paste toothpicks of various sizes in the proper place for skeleton. Leave spaces for joints. Include neck, collarbone, shoulders, elbows, wrists, ribs, waist, hips, knees, ankles, etc.
3. Variations - A. Use toothpicks for bones and clay for joints.
   B. Use straws and pull string through to add movement.

EVALUATION:
Display skeletons as a class project. Label the parts

ENRICHMENT:

1. Read a skeleton book. (Ex.: The Skeleton Book by Madeline Livaudais and Robert Dunne, Scholastic, 1972; Your Living Bones by Louise McNamara and Ada Litchfield.)
2. Some animals have skeletons (vertebrates). Some animals do not (invertebrates). Find pictures of each and label. Begin a book of animals with backbones and skeletons. Study how animals are classified (ex.: amphibians, reptiles, birds, mammals, etc.).
3. Joints help us move. Use lines to draw stick figures in motion. Look at skeletons to help.
4. Find out the scientific names of the bones and label the skeleton.
5. Relate skeleton to Halloween.
6. Discuss "story skeleton" - title, beginning, middle, end.

SLIDING PICTURES

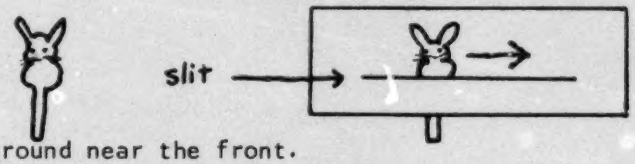
GRADE: K-2
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

Paper, scissors, crayons.

METHOD:

1. Discuss ways that things move. (Ex.: hop, slide, walk, jump.)
2. Draw a background setting (beach, park, zoo, city) on drawing paper.



3. Cut a slit in background near the front.
4. Decide what object in your picture will move.
   Draw the object on another piece of paper.
   Cut it out. Paste it onto a paper tab.
5. Insert the tab through the slit and make the object move along the slit.
6. Make other animals or people move along.
7. Variation: Make slit in sky area for objects that can fly.

EVALUATION:

Display picture and tell who is going where.
Caption picture.

ENRICHMENT:

1. Write an adventure story. Tell who is going where, when, why and how.
2. Introduce verbs of movement. Make a verb list. How can objects move?
3. Write a sentence using the character that is moving. Answer the question - Who is going where?
4. Make a sliding picture for a story you read.
5. Compose who, what, where, when, how, why questions about a picture.
6. How do animals move? Classify animals that move in land, water, air.
7. Make letter people; have them move across page from left to right.
8. Have letters "slide" together to form words.

SNOWFLAKES

GRADE: K-3
TIME: Approximately 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

White paper (thin, if possible), paste, scissors.

METHOD:

1. Read A Snowy Day by E.J. Keats. Discuss snow. When does it snow? Why is it different from rain? Discuss lacy look of snowflake under a microscope. Discuss symmetry.
2. Start with a square of white paper. Fold diagonally in half, then in quarters, then in eighths, to form triangle.
3. Cut out spaces all around the triangle. (A design may be drawn in pencil first.) DO NOT CUT ENTIRE FOLD.

4. Open the paper to see the snowflakes.
5. Optional - Snowflakes may be mounted on construction paper or hung from a mobile.

EVALUATION:

Display snowflakes.
Observe the symmetrical shapes. Why did this happen?
No two snowflakes are ever exactly the same.
What happens when a snowflake melts?

ENRICHMENT:

1. Make a book of winter things.
2. Make a snowman with small snowflakes.
3. Discuss positive and negative parts of a design.
(The negative part is the part you cut out).
Make a design with the negative shapes.
4. Write a story about winter.
5. Make a weather chart. Find pictures to illustrate.
6. Experiment: Place snow in a container on the windowsill. What happens when the weather gets a little warmer? What other things can freeze?
7. Discuss the properties of water. Compare water and snow.
8. Make a daily temperature graph. At what temperature will water freeze?
9. Discuss fractions. Into how many equal parts is the paper folded?

W RR S SS

SOFT SCULPTURE

GRADE: K-3
TIME: Approximately 2 hours
LEVEL: Intermediate-Whole Class

MATERIALS:

Fabric, needles, yarn or thread, glue, stuffing (old stockings).

METHOD:

1. Work around a theme (transportation, communication, winter, plantlife, etc.). Give children a pattern to trace or let them create their own pattern.
2. Fold fabric in half. Trace the pattern.
3. Cut out two pieces. Make sure they are exactly the same.
4. Sew the pieces together using a running stitch or an over stitch. Leave about 1½" opening.
5. Stuff the figure. Close the seam.
6. Add details (buttons, fringes, etc.).

Exhibit soft sculptures by standing on a shelf or hanging.

1. Write a story about your soft sculpture.
2. Make the characters from a story.
3. Make a soft sculpture aquarium. Research what you need for an aquarium.
4. Make a soft sculpture garden. Research types of flowers. Label.
5. Make a toy for a baby and possibly give to a hospital.
6. Make things that fly.
7. Make a life-size soft sculpture. Use old clothes. Stuff and sew closed. Add a head, arms, etc.
8. Pop-art: stuff an old tee-shirt. Sew closed. Decorate. Make soup cans, bottles, ice cream cones, etc., by cutting shapes and then stuffing.
9. What is sculpture? What materials can be used to make a sculpture? Compare "soft" vs. "hard" sculpture.

W M S SS

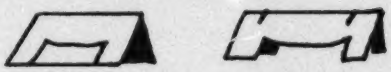
STAND-UP PEOPLE, ANIMALS, THINGS

GRADE: 1-3
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

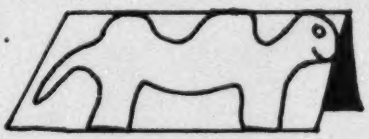
Construction paper, scissors, crayons, decorations.

METHOD:



A - 1. Fold construction paper in half.
2. Draw body on 1 side
3. Cut it out. Make a slot for the head.
4. From another piece of paper, make a head and decorate it. Cut it out. Fit it into the slot.
5. A slotted tail may also be made.
6. Decorations may be added.

B - 1. Fold the paper.
2. Draw the object, being sure that part of the top of the object isn't cut at the fold.
3. Cut around the rest of the object.
4. Decorate.
5. Stand up.



EVALUATION:

Display and see if cut-outs can be arranged into a scene.

ENRICHMENT:

1. Create a stand-up zoo, jungle, pet store. Discuss kinds of animals. Classify them according to types - wild, tame, jungle, pet, zoo.
2. Create a stand-up city or town. Plan elements of a city. Write a description.
3. Invent new ways to make things balance ("stand up").
4. Discuss need to draw picture outline on only one half of fold. Discuss lines of symmetry.
5. Introduce fractions.

RR M SS

STRIP SCULPTURE

GRADE: K-2
TIME: 1 hour
LEVEL: Easy to Intermediate -Whole Class

MATERIALS:

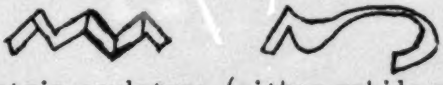
Construction paper strips of various lengths and about 1" wide, paste, scissors.

MOTIVATION:

Give each child 3 strips to experiment with (ex.: folding, twisting, making shapes).

METHOD:

1. Demonstrate paper strip techniques (ex.: twisting, interlocking, folding, curling, rolling, etc.). Discuss ways of joining strips.



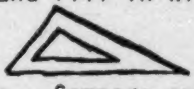
2. Make a strip sculpture (either mobile or stabile). Perhaps make a large shape and build inside it or join small shapes.

EVALUATION:

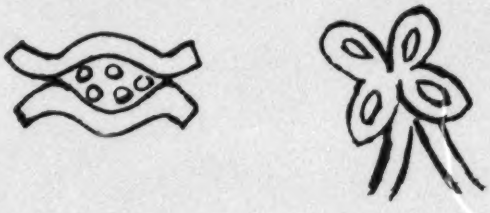
Display and classify according to type of construction (mobile or stabile). Do any of the constructions look like any real objects? (people, animals).

ENRICHMENT:

1. Make a "strip" city or zoo and label.
2. Make a paper strip alphabet or paper strip numerals.
3. Make basic shape and fill in with smaller shapes of same type
   Ex:
   Review shapes.



4. Make curved shapes. Compare curved and angular shapes.
5. Experiment to see how many different constructions can be made with a given number of strips.



W S

STUFFED PAPER BAG FISH

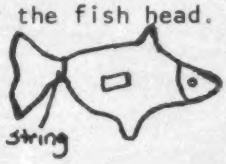
GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Paper bags (various sizes), paint or crayons to color bags, string, construction paper, newspaper for stuffing, paste, (optional: Cheerios or buttons, large brown or other colored paper).

METHOD:

1. Examine a fish (get one from pet store or visit aquarium). Discuss parts of fish - fins, tail, mouth.
2. Begin making fish by coloring bag (both sides) with crayons (easier) or paint (harder). Let dry.
3. Fold the bottom of the bag to make a triangle for the fish head. Paste down the triangle.



4. Paste construction paper fins on the fish.
5. Stuff the fish with crushed newspaper.
6. Leave a few inches unstuffed near the opening. Tie a string around the bag about 2" from the open end to form the tail.
7. Make eyes using Cheerios, paper or buttons.

EVALUATION:

Arrange a group of fish together. Paste on large paper to form an aquarium mural.

ENRICHMENT:

1. What is a balanced aquarium? Why does an aquarium need plants, snails? Add these to aquarium mural.
2. How do fish breathe? Find out what gills are. How do they help fish?
3. What other animals live in the water? List and find pictures.
4. Classify animals according to where they live - land, sea, air.
5. Do research on an interesting fish. Tell the class about it.
6. Give your fish a funny name. Write a story about it (ex.: A Day In The Life of a Fish; The Day I Got Caught).
7. Compare fresh and salt water aquariums.
8. Set up a class aquarium.

O R SS

STYLIZED ART

GRADE: 3-6
TIME: 2 hours + research
LEVEL: Easy-Whole Class

MATERIALS:

Sample reproductions (slides or pictures) of various types (schools) of art, (ex.: pop, op, pointillism, impressionism, abstract), paper, crayons, paint

MOTIVATION:

Exhibit samples of 1 type of art. Discuss elements which are similar among the samples: subject matter, media, use of line, shape, color.

METHOD:

Have the children create art in the same vein as the reproductions studied. Discuss which media would be most appropriate to try to create a given effect.

EVALUATION:

Set up a mini-museum. Group art according to style.

ENRICHMENT:

1. Study the style of a painter rather than an "art school". Try to re-create his style.
2. Study the life of a famous artist. Introduce him to the class by writing a report.
3. Classify art work according to style, media, etc.
4. Do an art time line placing artists and styles of art on it.
5. Become familiar with various types of arts and crafts:

collage	mobiles	pottery	batik
sculpture	stabiles	ceramics	tie dye

Find illustrations or samples of each.

6. What feelings does the work of art evoke?

S

TIE DYEING

GRADE: 1-5
TIME: Approximately 2 hours
LEVEL: Difficult-Small Group

MATERIALS:

Cotton fabric (tee shirts, handkerchiefs, old white sheet), rubber bands (thick and thin), rubber gloves, metal basin, dye, line to hang dyed fabric, boiling or very hot sink water, cool water.

METHOD:

1. Discuss what dyes are and how they are used.
2. Introduce cloth dying.
3. Demonstrate various knots. Make sure rubber bands are tightly twisted. Parts that have rubber bands twisted on them will remain undyed. Use thin and thick bands.
   Gather and place rubber bands
   or fold accordian style,
   knot fabric, or place bands
   on rolled tube strips.
   The more rubber bands, the more interesting the design.
   The cloth should be all "knotted up."

4. Mix the dye in hot water according to directions.
5. Place the cloth in the dye bath, stir for length of time specified on package.
6. Rinse under cold running water until no more dye comes out. (Use rubber gloves.)
7. Remove bands.
8. Hang up to dry.

EVALUATION:

Display results. Ask children to find parts of design where the bands were. Why are those parts white?

ENRICHMENT:

1. Discuss and experiment with natural dyes from plants, vegetables, fruits. (See Dye Plants and Dyeing - A Handbook, Brooklyn Botanic Gardens, 1000 Washington Avenue Brooklyn, NY 11223
2. Try 2-color dyeing.
3. See Tie-Dye, the Great Color Explosion with Rit. Available from Rit Dyes, Paint Your Wagon Fashion Ideas, 1437 West Morris Street, Indianapolis, Indiana 46206.

ABOUT TIE DYEING

Through the ages, fabrics and other materials have been beautified by changing their colors with dyes. Colored fabrics have been found in the Egyptian pyramids and in the tombs of the Incas. Royal purple dye from shell fish was known by 1000 BC. Indigo dyes from plants was known as far back as 3000 BC.

Dyes may be either natural, mineral or synthetic. Natural dyes come from plants and animals. Many mineral dyes are more permanent than natural dyes and they often produce brighter colors. Synthetic dyes are made from coal tar substances, and they are the most commonly used dyes today. The first synthetic dye was accidentally discovered by William H. Perkin, an English chemist in 1856. Different synthetic dyes are used on different types of materials. Wool or silk (of animal origin) materials must be dyed differently from cotton (of vegetable origin).

Tie dyeing is a way of dyeing fabric to make a pattern on it. Sections of the fabric are bunched and tied together. Tied parts are left undyed.

From World Book Encyclopedia

125 A

NYC TC

W M SS

TOTEM POLES

GRADE: 2-6
TIME: Approximately 3 - 4 hours
LEVEL: Intermediate-Small Groups

MATERIALS:

Cartons (assorted sizes), paint, scissors, glue, paper, markers.

METHOD:

1. Research why totem poles were built. Which Indian tribes built them? What did they represent? How big were they? What were they made of?
2. Plan a totem pole on a piece of paper. Decide how many figures should be used.
3. Paint the number of cartons needed (one carton for each figure). They may be different colors. Be sure to paint the bottoms and all sides.
4. Draw the face or figure on the bottom of each carton. You may cut away part of the carton if desired.
5. Glue the cartons to each other, stacking them as high as desired.

EVALUATION:

Display the totem poles.

ENRICHMENT:

1. Write a report about the totem pole. What did you choose to make it represent?
2. Pretend you are an Indian boy. Which tribe do you belong to? What is your name? Tell where you live, what you wear, how you spend your day, what you eat, etc.
3. Carve a miniature totem pole from soap.
4. Research other symbols that were important to the Indians.
5. Make a chart representing North American Indians, South American Indians. What lands did they occupy?
6. Estimate the height of the totem pole. Measure it. How close was your estimate?

WALL HANGINGS (FELT)

GRADE: K-6
TIME: Approximately 2 hours
LEVEL: Difficult - Small Groups

MATERIALS:

Felt (several colors), scissors, paste, chalk

METHOD:

1. Choose a subject (the tropics, the neighborhood, communication).
2. Give each child a piece of felt.
3. With chalk, draw simple shapes on the piece of felt to represent the subject.
4. Cut out the shapes.
5. Place and then paste all the shapes on a large rectangle of felt. Paste them in symmetrical order or make a scene by placing pieces and then pasting.
6. Attach the hanging to a dowel or branch.

EVALUATION:

Display and have children try to determine the themes of each other's hangings.

ENRICHMENT:

1. Read a story. Make the characters out of felt. Make a hanging.
2. Make a hanging to represent a fairytale.
3. Make a hanging to show the products of a country being studied.
4. Make a felt nature hanging. Cut out shapes found in nature (i.e. flowers, trees, clouds).
5. Choose a category (clothing, vehicles, musical instruments). Make a hanging.
6. Make a hanging depicting what was seen on a class trip.
7. Make a city hanging. Make a country hanging. Write about what you can find in the city, in the country. Make a hanging depicting "I would like to live _____."
8. Make a hanging depicting a poem.
9. Make a number or alphabet hanging.
10. Write a story to describe how the hanging was made or to provide background information about the theme.

NYC TC

M RR S

WEAVING - PAPER

GRADE: K-3

TIME: Approximately 1/2 hour

LEVEL: Intermediate- Whole Class or Small Groups

MATERIALS:

Sheets of construction paper, ¼" to 1" strips of construction paper (several colors), gift ribbon, pipe cleaners, yarn, raffia.

METHOD:

Open paper.

1. Discuss concept of over and under.
2. Fold sheet of construction paper in half.
3. Cut slit from fold to 1/2" from edge.
4. Weave paper strips over and under slits forming design.
5. You may paste edges of strips in place.

EVALUATION:

Display projects. Discuss over and under method
Discuss possibilities of changing pattern (only after basic method is mastered.)

ENRICHMENT:

1. Cut slits in irregular lines instead of straight.

2. Use different materials in weaving pattern (i.e. ribbon, pipe cleaners, raffia). Identify materials used.
3. When using all paper strips cover finished products with translucent contact paper and use as placemats. Discuss proper eating habits, cleanliness, etc.
4. Use finished product as a wall hanging by punching 2 holes in the top and pulling yarn or string through.
5. Count the number of rows going in each direction. Try to estimate the number of woven squares. Count. Is there an easy way to find the number? Try adding, multiplying.

ABOUT WEAVING

Weaving is the process of making cloth by crossing two sets of threads over and under each other. One set, called the warp, stretches lengthwise on a loom. The weft is drawn crosswise over and under the warp. The weft is sometimes called the woof. A shuttle is used to guide the weft threads. It is not known when the process of weaving cloth was developed, but by 2500 BC, several civilizations had already been weaving textiles.

Weaving was mastered in many parts of the world. The Chinese wove brocade with silk threads. American Indians used cotton threads, skilled weavers in France produced tapestries.

Today, weaving is done on high speed looms for industrial use and by hand on several types of looms as a craft.

From the World Book Encyclopedia

SS

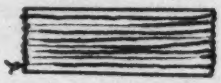
WEAVING - TYPES OF LOOMS

GRADE: 1-6
TIME: Approximately 1 hour
LEVEL: Intermediate-Whole Class

MATERIALS:

Paper plate or aluminum foil pie plate, wool, thread or string, heavy cardboard (rectangular or square about 6-8" long and 5-6" wide) heavy bobby pin (optional), shoe box.

METHOD:



I

1. Make slits at both ends of a piece of heavy cardboard.
2. Wind thread or yarn around the front and back, slipping it into each notch.
3. Use several color yarns to weave a design. (Bobby pin may be used to pull yarn over and under threads).
4. To remove, cut one end of string and tie adjacent ends together.

METHOD:

II

1. Cut slits around the rim of a paper plate.
2. Wind thread or yarn around the plate (making diameters that cross in the middle).

3. Weave a design, starting at the center and working towards the end.
4. Remove from loom.

METHOD:

III

1. Cut slits at either end of a cardboard box. (Make sure slits are equidistant).
2. Wind thread around the box catching it in the slits.
3. Weave a design. (Allow space at either side for removal).
4. Remove from loom as in Method I

EVALUATION:

Display finished products.

ENRICHMENT

1. Find samples of woven materials.
2. Find out how materials are woven in industry.
3. Make a collection of materials that can be used to weave. Label. (See card #110 for additional enrichment).

W S SS

WEAVING - YARN

GRADE: 1-6

TIME: Approximately 2 hours
LEVEL: Intermediate-Whole Class or Small Group

MATERIALS:

Loom, yarn (several colors), bobby pin (optional)

METHOD:

1. Discuss new vocabulary (craft, weave loom, warp, weft, shuttle, fringe.)
2. Choose the shape loom you would like.
3. Choose color yarn to work with. Decide on regular or irregular pattern. (You can plan pattern on a piece of paper).
4. Weave a design.
5. Remove from loom. Add finishing touches.

EVALUATION:

Display projects. Discuss what happens to the design when the warp is close together, farther apart. How does the shape of the loom change the finished product? What practical items can be made from pieces that are on display? (scarf, purse, hanging, shawl, hat, belt, etc.)

ENRICHMENT:

1. Research report on where yarn comes from, how yarn is spun. Why was spinning and weaving important to the Indians and to Colonial America?
2. Research some Indian weaving designs. Do a weaving project to illustrate. Make a book of Indian designs.
3. How does yarn become different colors? Research natural dyes. Dye some yarn with your class, using plants and vegetables to make the dye. (see bibliography)
4. Make a chart of clothing you can weave.
5. Make a book of weaving terms. Illustrate with diagrams.
6. Trace the story of a piece of silk, wool, or cotton cloth. Make a picture and label to show the steps.

O W RR S SS

WINTER PICTURES - CHALK, CRAYON RESIST

GRADE: K-3
TIME: 1 hour
LEVEL: Easy-Whole Class

MATERIALS:

White chalk, dark colored paper, crayons, watered down white tempera paint.

MOTIVATION:

Read A Snowy Day, by E.J. Keats, or do project on a snowy day. Discuss how things look on a snowy day (trees, houses, people, etc).

METHOD:

A. Using chalk, portray a snowy day in your neighborhood. How many different textures can be made using the chalk on its end, side, etc.?

B. Make a city or neighborhood picture with crayon on dark paper. Apply a light wash of white paint over the picture. The crayon parts will come through. Everything else will be tinted white.

EVALUATION:

Display pictures and caption. Describe what your block looks like.

ENRICHMENT:

1. Discuss snow. How does it look, feel, taste? Why does it snow? Compare snow and rain. Discuss seasons and weather.
2. Have a snow melting contest. How long does it take for a cup of snow to melt? Time it.
3. Discuss seasons around the world. Do all parts of the world have winter at the same time? Why not?
4. Write a letter to someone who has never seen snow. Describe snow in words.
5. Look at snowflakes under a magnifying glass. Describe.
6. How do animals adapt to and prepare for winter? Discuss hibernation.
7. Do a mural of your block during each season. Compare.
8. Adopt a tree. Take photos each month or draw. How does the tree change during the year?

WROS

WIRE SCULPTURE

GRADE: 2-5
TIME: 1 hour
LEVEL: Intermediate-Whole Class

MATERIALS:

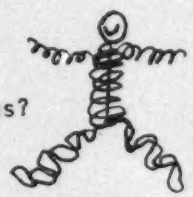
Wire (available from phone company), cutting pliers, pipe cleaners, objects for decoration (buttons, screening, feathers, beads, string), wood, clay or cardboard for base, scissors.

METHOD:

1. Give each child a pipe cleaner or piece of wire. What can they make with it? Try to make a circle, triangle or square.
2. Discuss the properties of wire.
3. Have children try to create an interesting design or picture with wire. Some may prefer to make a flat "picture." Others may prefer to make an object that stands in clay.
4. Children may wish to tie on decorations.
5. Older children may make people or animals in motion. Discuss body parts, joints. Do stick figures first.

EVALUATION:

Discuss sculptures. Are they objects or abstractions?



ENRICHMENT:

1. Discuss skeletons, muscles, bones, joints and motions.
2. Introduce verbs after doing motion sculptures.
3. Make letters with pipe cleaners or wire. Combine to make words. Trace over sounds with fingers. Draw a picture to illustrate wire word.

W R

WORD PICTURES

GRADE: 2-5
TIME: 1hour
LEVEL: Easy-Whole Class

MATERIALS:

Drawing paper, crayons.

MOTIVATION:

Compose a list of words that can be illustrated either to demonstrate the meaning of the word or whose letters can be used to draw the word.

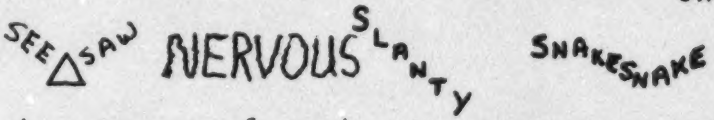
METHOD:

1. Go over list and demonstrate (see below)
2. Challenge children to make up their own words.

EVALUATION:

Make an alphabetical display of word pictures.

ENRICHMENT:



1. Classify words as to parts of speech: adjectives, nouns, verbs, etc.

2. Variation - Use to reinforce spelling of a word. Draw outline. Write word to illustrate picture.

WORD RESISTS

GRADE: 1-3
TIME: 1 hour
LEVEL: Easy-Small Groups or Individually

MATERIALS:

Paper, watered down tempera paint, contact paper alphabets (cut letters of alphabet - several sets; leave backing on).

METHOD:

1. Discuss what words are made of. Elicit: Words are made of sounds. Think of a word (noun) that you can make a picture of. Ex.: people (man), places (park), animals (cat), things (spoon).
2. Remove backing from letters needed to spell your word. Stick the letters on drawing paper to form the word.
3. Paint over the whole paper (with watered down tempera) including letters.
4. Let dry.
5. Remove the letters.
6. The word is left unpainted.

7. Draw around the word to make a picture of what the word says.
8. Variations: draw the picture under the word or cut out a picture from a magazine to illustrate the word.

EVALUATION:

GRADE 1:

Make a word card to match each picture. Display pictures. Have children match cards to pictures and read. See if children can read word cards.

GRADES 2-3:

Display pictures. Have children arrange their pictures in alphabetical order.

ENRICHMENT:

1. Do the activity using just a letter rather than a word. Find or draw pictures of things beginning with that sound.
2. Classify the pictures into categories: people, places, animals, things, foods, etc. Introduce the term nouns. List nouns in proper categories.
3. Write a sentence for each word.

O R RR M

YARN OR STRING DRAWINGS

GRADE: K-2
TIME: 1 - 2 hours
LEVEL: Easy-Whole Class

MATERIALS:

Yarn, Elmer's glue, paper, scissors.

METHOD:

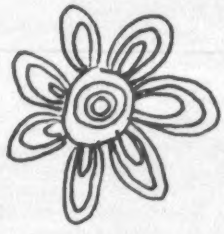
1. Make a squiggle pattern or outline a picture with Elmer's glue.
2. Press string or yarn into glue pattern or outline.
3. Fill-in the picture with yarn by placing strips of yarn adjacent to each other.
4. Variation: Cover the entire paper with yarn design.

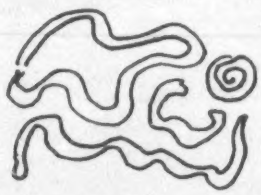
EVALUATION:

Display pictures and caption. Ex.: Jose made a _____.

ENRICHMENT:

1. Go over basic shapes. Have children make shapes with yarn. When dry have children close eyes and help them trace shapes with fingers and try to identify shapes. Verbalize how shapes are being made up, down, across.
2. Make letters with yarn. Find pictures of objects that begin with that letter. Paste under yarn letter.
3. Have child write his/her name with yarn. Display. See whether children can recognize name.
4. Color recognition: find the shapes or sounds made in the same color and group them together.
5. Make yarn numerals. Trace with fingers. Paste given number of objects on appropriate numeral card.





BIBLIOGRAPHY

Bank & Jensen, Play With Paper . New York: Scholastic Book Services, 1968.

Bennett, Capua, & Mc Arthur, Printing Without a Press . Florida: Dukane Press, 1970.

Better Homes and Gardens, "Growing Dye Plants in Your Garden," October 1979.

Brooklyn Botanic Gardens, "Dye Plants and Dyeing - A Handbook,"

Caney, Steven, Toy Book . New York: Workman Publishing Co., 1972.

Chernoff, Goldie Taub, Puppet Party . New York: Scholastic Book Services, 1971.

Chernoff, Goldie Taub, Just a Box . New York: Scholastic Book Services, 1972.

Chernoff, Goldie Taub, Clay-Dough, Play-Dough . New York: Scholastic Book Services, 1974.

Chernoff, Goldie Taub, Pebbles and Pods . New York: Scholastic Book Services, 1973.

Condit, Martha Olson, Something to Make, Something to Think About . New York: Scholastic Book Services, 1975.

Crane, John & Diane, Scrap Craft . New York: F.A. Owen, 1963.

Darrow, H.F. & Van Allen, R., Independent Activities for Creative Learning . New York: Teachers College Press, 1967.

Douvaines, Tanaka & Marchand, You Can Make Seaside Treasures . Pinwheel Books, Knopf, Pantheon, 1971.

Edwards, Brian, Toys to Make . New York: Rand, McNally & Company, 1974.

Emberley, Ed, Ed Emberley's Drawing Books of Animals . New York: Scholastic Book Services, 1970.

Feldscher, Sharla, 148 Do Its For Early Learners . Instructor Publications, 1977.

Fiarotta, Noel & Phyllis, Pin It, Tack It, Hang It . New York: Workman Publishing Co., 1975.

Gates, Frieda, Glove, Mitten and Sock Puppets . New York: Scholastic Book Services, 1978.

Gilbreath, Alice, Fun and Easy Things to Make . New York: Scholastic Book Services, 1974.

Hillerich, Robert, 50 Ways to Raise Bookworms . New York: Houghton Mifflin.

Hoff, Syd, How to Draw Cartoons . New York: Scholastic Book Services, 1974.

Kohls, Robert, Your Art Idea Book . New York: F.A. Owens, 1965.

Law, Felicia, Something to Make . New York: Penguin Books, 1971.

Lidstone, John, Reading Improvement Through the Arts . State Education Department of New York.
Lord, Lois, Collage and Construction in Grades 1-4 . New York: Scholastic Book Services, 1970.
Meiselas, Susan (editor), Learn to See . Massachusetts: Polaroid Corporation, 1974.
Miller, Donna, Egg Carton Critters . New York: Scholastic Book Services, 1978.
New York City Bicentennial Corporation, Crafts Revisited Handbook . New York: Community Environments, 1976.
New York City Board of Education, Art in the Elementary School . New York: 1964.
New York City Board of Education, Puppetry in the Curriculum . New York: 1947-8.
Pattemore, Arnel, Arts & Crafts for Slow Learners . New York: F.A. Owen, 1969.
Petrich, Patricia & Dalton, Rosemary, The Kids Arts and Crafts Book . California: Nitty Gritty Books, 1975.
Roche, P.K., Dollhouse Magic . New York: Scholastic Book Services, 1977.
Scott, Louise and Shaw, Puppets for All Grades . New York: Instructor Publication, 1966.
Seehafer, Sandra & Marianne, Easy Crafts for the Classroom . New York: Instructor Publication, 1974.
Seidelman, J. & Mintonye, G., Shopping Cart Art . New York: Collier Books, 1970.
Simons, Robin, Recyclopedia . New York: Houghton Mifflin Co., 1976.
Sitomer, Mindel and Harry, What Is Symmetry? . New York: Thomas Y. Crowell, 1970.
Smith, Edna, Let's Work With Color Paint and Paper . New York: F.A. Owen, 1967.
Stockwell, Alan & Brenda, Easy to Make Puppets . Ladybird Books, 1973.
Temko, Florence, Paper Capers . New York: Scholastic Book Services, 1975.
University of the State of New York State Education Department, Lets Make It .
Wankelmann, Wigg & Wigg, A Handbook of Arts & Crafts . Iowa: William C. Brown & Co., 1975.
Wisemann, Ann, Making Things, The Handbook of Creative Discovery . Boston: Little Brown & Co., 1967.
World Book Encyclopedia